

URBAN/MUNICIPAL

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A37

1994-

AGENDA OF THE SPECIAL
EDUCATION ADVISORY
COMMITTEE

JANUARY 19, 1994-

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL

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TO THE MEMBERS

SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Mulholland and Allen; Mesdames Bramberger, Elliott, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Yanch; Miss Dalziel; Messrs. Billingsley, Shields and Verticchio; Drs. Adamson and Van der Spuy.)

GOVERNMENT DOCUMENTS

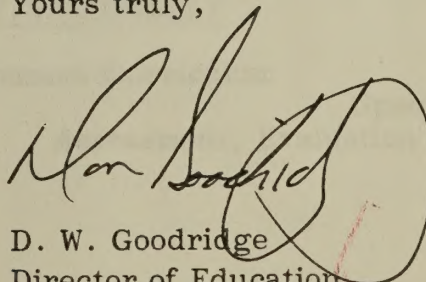
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1994 01 19 at 19:00 hours in the Lower Auditorium at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1994 01 19

Location: Education Centre, Lower Auditorium

Confirmation of the minutes of the 1993 11 17 and 1993 12 15 meetings and confirmation of the agenda.

7:00 - 7:05 p.m. Chairman's Remarks and Co-ordinator's Remarks

GENERAL

7:05 - 7:35 p.m. Organization Updates

Members

7:35 - 7:50 p.m. Resource Team for the Developmentally Handicapped

Tiziana Filice
Case Resource Co-ordinator, A.A.T.D.

7:50 - 8:00 p.m. BREAK

ELEMENTARY/SECONDARY

8:00 - 9:00 p.m. Introduction to the Common Curriculum

Bob Chapman
Special Assignment
Assessment, Evaluation and Reporting

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1993-1994

Chairman of S.E.A.C.
Dr. I. Adamson

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Mulholland, Ray
Patenaude, Marie
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H: 383-4779
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Trott, Sylvia
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B: 528-2511 Ext 3991
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7:35 - 7:50 p.m. Resource Team for the Developmentally Handicapped (RTDH)
- Page 1
Tiziana Filice, Case Resource Co-ordinator
Association of Agencies for Treatment and Development
Pat McInnes, Chair, R.T.D.H.

7:50 - 8:00 p.m. BREAK

ELEMENTARY/SECONDARY

8:00 - 9:00 p.m. Introduction to the Common Curriculum Bob Chapman
Special Assignment
Assessment, Evaluation and Reporting

MEMORANDUM FOR THE RECORD
SUBJECT: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

4. [Illegible]

5. [Illegible]

6. [Illegible]

7. [Illegible]

8. [Illegible]

9. [Illegible]

10. [Illegible]

11. [Illegible]

12. [Illegible]

13. [Illegible]

14. [Illegible]

15. [Illegible]

16. [Illegible]

17. [Illegible]

18. [Illegible]

19. [Illegible]

20. [Illegible]

21. [Illegible]

22. [Illegible]

ASSOCIATION of AGENCIES for TREATMENT and DEVELOPMENT

PAGE 1

1057 Main Street West, HAMILTON, Ontario L8S 1B7

Telephone 522-5801 Fax 522-6422

TO: Parents of Children with Special Needs

FROM: Pat McInnes, Chairperson
Resource Team for the Developmentally Handicapped

DATE: December 10, 1993

RE: Community Forum - Wednesday, March 30, 1994

The Association of Agencies for Treatment and Development (A.A.T.D.) is the coordinating body for children's services in Hamilton-Wentworth. One of its subcommittees is the Resource Team for the Developmentally Handicapped (R.T.D.H.). The responsibilities of the Team are to develop and recommend short-term and long-term plans for children/youth who have a developmental handicap. The R.T.D.H. Team also provides consultation regarding appropriateness for residential placement.

At the present time we are reviewing our purpose and trying to determine how we can be more effective in meeting the needs of your child/youth, now and in the future.

We know that some of you have attended R.T.D.H. screening meetings and have experienced the process. Undoubtedly you have some feelings and ideas about how effective this was for you.

To assist us in our task of re-examining our purpose or role, we would ask that you review with the members of your association their experiences of the R.T.D.H. process and, as consumers, determine what changes may be needed to better serve children with special needs. We recognize that not all of you may have gone through this process, but hopefully the experience of other parents may generate some discussion and recommendations.

We are planning an open forum for discussion in the new year to receive input from you, our consumers, and would welcome one or two representatives from your association to attend for discussion and recommendations. The date of the forum has been scheduled for **Wednesday March 30, 1994 from 10:00 a.m. to 12:00 noon at A.A.T.D., 1057 Main Street West.**

Please contact Tiziana Filice, Case Resource Coordinator for R.T.D.H. at A.A.T.D. If you are able to attend and please indicate the number of people attending. You may also express your opinions in writing if you are unable to attend.

On behalf of the R.T.D.H. I thank you for your time and consideration and look forward to hearing from you.

SERVICES WORKING CO-OPERATIVELY FOR CHILDREN AND YOUTH

ASSOCIATION of
AGENCIES for
TREATMENT and
REHABILITATION

TO: [illegible]
FROM: [illegible]
DATE: [illegible]
SUBJECT: [illegible]

The Association of Agencies for Treatment and Rehabilitation (A.A.T.R.) is a non-profit organization that was established in 1961. Its purpose is to provide a forum for the exchange of information and ideas among its members and to promote the development of treatment and rehabilitation programs.

A.A.T.R. is composed of several member agencies, each of which is committed to the treatment and rehabilitation of individuals with mental health problems.

The Association is currently planning a series of workshops and seminars on the topic of "Effective Treatment and Rehabilitation Programs." These events will be held in the near future and are open to all members of the Association.

To learn more about these workshops and seminars, or to request a copy of the brochure describing them, please contact the Association at the address listed below. We would be pleased to provide you with all the information you need.

We are looking for individuals who are interested in the field of mental health treatment and rehabilitation. If you are a professional in this field, we would like to hear from you. Please send us your resume and a letter of interest.

Please direct all correspondence to the Association at the address listed below. We will be happy to assist you in any way we can.

On behalf of the A.A.T.R., I thank you for your interest in our organization and its work. We look forward to hearing from you again.

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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1994 02 25

URBAN M...

MAR 1 1994

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Mulholland and Allen; Mesdames Bramberger, Elliott, Kadar, Kappheim, Kerr Jaskiewicz, Oommen and Trott; Miss Dalziel; Messrs. Billingsley, Shields and Verticchio; Dr. Van der Spuy.)

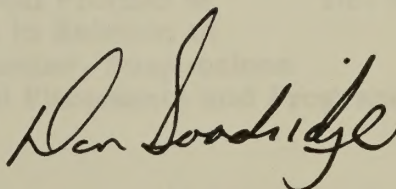
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SPECIAL EDUCATION ADVISORY COMMITTEE

1994 03 09

Location: Education Centre, Lower Auditorium

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7:00 - 7:05 p.m. Chairman's Remarks and Co-ordinator's Remarks

GENERAL

7:05 - 7:40 p.m. Organization Updates Members

ELEMENTARY/SECONDARY

7:40 - 7:50 p.m. Vocational Programming - verbal update E. Bond

7:50 - 8:05 p.m. BREAK

GENERAL

8:05 - 9:00 p.m. Report on Psychological Profiles of Dr. M. Bountrogianni
Exceptional Students in Relation to
Attention Deficit Disorder, Suspensions Pages 1 to 14
and Secondary School Placements and Programs

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Ext. 274 / 273

Smith, Paul
Ham Sec Sch Princ Council

Date: 1994 02 03

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Report on Psychological Profiles of Exceptional Students

Report: Information/Decision

Background:

During summer and fall of 1993 members of the Psychological Services Department undertook the following projects:

- 1) Compare student profiles and placements for students referred with Attention Deficit Hyperactivity Disorder (A.D.H.D.) with those of students referred without Attention Deficit Disorder (A.D.H.D.).
- 2) Compare the rate and pattern of suspensions of students with Behavioural Exceptionalities with the rates and patterns of suspensions of students with other exceptionalities as well as with non-exceptional students.
- 3) Compare students with different exceptionalities in relation to secondary school placements and programs.

The data source for the current investigation was the incorporation of the Psychological Services' Database, the Special Education Student Information System and the Adjustment Services' Database.

Psychoeducational Consultants, Joe Trovato, Doreen Vella and Cynthia Wilkinson, under the Direction of Chief Psychologist, Dr. Marie Bountrogianni, were responsible for compiling, analyzing and interpreting the data.

Issue:

To share information with trustees regarding psychological profiles of exceptional students in relation to attention deficit hyperactivity disorder, suspensions and secondary school placements and programs.

Recommendation:

- That the Report on Psychological Profiles of Exceptional Students in Relation to Attention Deficit Disorder, Suspensions and Secondary School Placements and Programs be received for information.
- That the Summary of Recommendations be approved for action.

Rationale:

Outlined in Appendices I, II, III, and IV

- I Attention Deficit Hyperactivity Disorder Profiles and Placements
- II Suspension Information about Exceptional Students
- III Exceptionalities in Relation to Secondary School Placements and Programs
- IV Summary of Recommendations

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF PHYSICS

PHYSICS 311

Date: Nov 10 1971

To: Professor

Department of Physics

From: E. J. Hall, Department of Physics

Re: Physics 311

Report on the experiment

Experiment 1

The experiment was done on the 10th of November 1971.

Project

1) The purpose of this experiment was to determine the value of the acceleration due to gravity, g , by measuring the period of a simple pendulum.

2) The apparatus used was a simple pendulum consisting of a string of length L and a mass m .

3) The results of the experiment are shown in the table below.

The data were plotted on a graph of T^2 versus L and a straight line was fitted to the points.

From the slope of the line, the value of g was determined to be $9.81 \pm 0.02 \text{ m/s}^2$.

This value is in good agreement with the accepted value of 9.80 m/s^2 .

The experiment was done in the Physics 311 laboratory.

Signature

The data were plotted on a graph of T^2 versus L and a straight line was fitted to the points. The slope of the line was found to be $0.016 \pm 0.001 \text{ s}^2/\text{m}$.

From the slope, the value of g was determined to be $9.81 \pm 0.02 \text{ m/s}^2$.

This value is in good agreement with the accepted value of 9.80 m/s^2 .

The experiment was done in the Physics 311 laboratory.

APPENDIX 1

OBJECTIVE 1: ATTENTION DEFICIT HYPERACTIVITY DISORDER (A.D.H.D.) PROFILES AND PLACEMENTS

GLOSSARY:	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- A random selection of 125 students with medically diagnosed A.D.H.D. was made from the total population of students referred for psychological assessment over the last four years.
- The sample was composed of 106 males and 19 females (a 6:1 ratio).
- The average of the sample was 8.88 years and the average grade was 3.04.
(N.B. The average age in comparison to the average grade of the sample clearly suggests that the sample of A.D.H.D. children is approximately one year below the expected grade for their age.)

TABLE 1
Distribution of Exceptionality in Our Sample of 125 A.D.H.D. Children

NE	SLD	BE	GLD	CS	MU
56	34	26	5	2	2
(44%)	(27%)	(21%)	(4%)	(2%)	(2%)

While 41% of all students who have been assessed by Psychological Services are subsequently deemed exceptional (*noted in previous research data, 1991*), a significantly higher proportion of our A.D.H.D. sample (55%) was deemed exceptional.

Changing Special Education Placements:

- While 63% of all students who have been assessed by Psychological Services and subsequently deemed exceptional are placed in self-contained classes (*noted in previous research data*), a significantly higher proportion of our A.D.H.D. sample (86%) has been placed in self-contained programs.
- Although less than 1% of all students who have been assessed by Psychological Services and subsequently deemed exceptional change exceptionality within a given period of time, a significantly higher proportion of our A.D.H.D. sample (12%) go on to be re-identified; a significant portion of these (38%) go on to be re-identified at least one more time after that.
- Although about 9% of all students who have been assessed by Psychological Services who are subsequently deemed exceptional and placed, change placement, a significantly higher proportion of our A.D.H.D. sample (14.5%) go on to another placement and a significant portion of those that change placements, go on to at least another (20%).

Repeating Grades:

- In each of the last four years, on the average, 2.6% of elementary students have repeated a grade in The Hamilton Board of Education. (Research Services)
- Research has shown that A.D.H.D. students tend to show higher rates of repeating grades than their same age peers (e.g., Fischer et al. 1990; Hoy et al. 1978). It has been reported that children with A.D.H.D. are two to three times (up to 35%) more likely than other children to repeat at least once during grade school (Szatmari et al. 1989).
- In our sample, 55 of the 125 (44%) A.D.H.D. children had repeated at least one grade and 11 of these 55 (20%) repeated again. It should be pointed out that A.D.H.D. students are generally referred for learning and/or behaviour problems and, therefore, a higher repeating rate might be expected. It can also be said that A.D.H.D. would, therefore, indicate a significant impact on school performance.
- In our sample of A.D.H.D. students, the proportion (53%) of females (10/19) who repeated at least one grade was significantly greater than the proportion (42%) of males (45/106) who repeated at least one grade.
- The proportion (40%) of females (4/10) who repeated once and repeated again, was significantly greater than the proportion (15%) of males (7/45) who repeated once and repeated again.

TABLE 2
Distribution of Retention in our Sample of 125 A.D.H.D. Children

Grade Repetitions	- - - - -Number of Students- - - - -			
	NE	BE	SLD	OTHER
0	31	19	17	3
1	20	6	13	5
2	5	1	4	1
Total	56	26	34	9

As can be seen from the table, 50% of the SLD group has repeated while only 27% of the BE have. This is significant. BE repeated significantly less than the NE (45%) group as well (*as compared to 2.6% of the total population*). There was no difference between the NE and SLD groups.

Suspensions:

TABLE 3
Suspension Rates

	N	# Suspended	Suspension Rate
Elementary	26,073	484	1.9%
Secondary - Composite	12,742	318	2.5%
- Vocational	973	97	10.0%
(Total)	(13,715)	(415)	(3.0%)
TOTAL	39,788	899	2.3%

- In our sample of A.D.H.D. students, 30% (37/125) showed evidence of at least one episode of suspension (*as compared to 1.9% of the total population, as seen in Table 3*). Of those who were suspended, 54% (20/37) showed evidence of more than one episode of suspension (Range: 1-6) (*as compared to 30% of the total population*).

- The greatest proportion of students who have histories of suspension come from the BE group, 50% of the sample of BE A.D.H.D. students. This group also represents 55% of the days lost to suspensions.

Medication:

- 56/125 of the A.D.H.D. students were on medication (45%).
- 69/125 of the sample were not medicated (55%).
- In our sample, the proportion (53%) of female A.D.H.D. students (10/19) on medication was significantly higher than the proportion (42%) of male A.D.H.D. students (45/106) on medication.
- In our sample, the proportion (53%) of students not on medication who repeated at least once was higher than the proportion of students (47%) who were medicated; this was also true for second repeats (55% versus 45%).
- In our sample, the number of students not on medication who were suspended (24) was almost twice those suspended who were on medication (13). The number of days lost for students not on medication (187.5) was more than twice (2.3 times) the number of days lost for students on medication (80.0).
- A significantly higher proportion of exceptional students are on medication (57%) as opposed to non-exceptional (30%), but there is no significant difference between BE (54%) and SLD (56%) students on medication.
- The cognitive, academic and behaviour profiles of A.D.H.D. students on or off medication are not significantly different. (*Possible Reason:* Children on medication probably by the nature of the severity of their A.D.H.D. were identified early, put on medication and, therefore, their cognitive, academic and behaviour profiles were stabilized.)

RECOMMENDATION #1:

The A.D.H.D. sample as a group needs to be monitored with respect to their performance in secondary school.

IMPLICATIONS/QUESTIONS:

Is repeating a grade in elementary school effective in improving secondary school performance for A.D.H.D. students?

APPENDIX 2

OBJECTIVE 2: SUSPENSION INFORMATION ABOUT EXCEPTIONAL STUDENTS

GLOSSARY:	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- An examination of suspension rates was conducted on elementary and secondary students in the 1992/1993 academic year. Information regarding student suspension was obtained from data contained in the Adjustment Services' Database. It is important to note that Adjustment Services only entered data for the students' first seven episodes of suspension. Information regarding students' exceptionalities was obtained from the Special Education Student Information System.

TABLE 1
Number of Students Suspended

	Male	Female	Total
Elementary	409	75	484 (54%)
Secondary - Composite	252	66	318
- Vocational	87	10	97
(Total)	(339)	(76)	(415) (46%)
TOTAL	748	151	899

- Table 1 illustrates the distribution of suspended students by gender and by elementary and/or secondary panels.
- As can be seen in Table 1, the distribution of students suspended is fairly equitable between elementary and secondary school panels. Elementary student suspensions represent 54% of all suspensions during the year under investigation. Secondary suspensions account for 46% of all suspensions for that same year. Males, however, are over represented in the distribution of student suspensions when compared to females (83%:17% or about 5:1, respectively).

TABLE 2
Suspension Rates

	N	# Suspended	Suspension Rate
Elementary	26,073	484	1.9%
Secondary - Composite	12,742	318	2.5%
- Vocational	973	97	10.0%
(Total)	(13,715)	(415)	(3.0%)
TOTAL	39,788	899	2.3%

- Table 2 indicates 2.3% (899/39,788) of the total population of students enrolled in The Hamilton Board of Education for the 1992/1993 academic year received suspensions. While 2.3% of all students in The Hamilton Board of Education are likely to get suspended in any given year (using the 1992/1993 school year illustratively), the proportion of Vocational school students (10%) that get suspended as compared to Composite school students (2.5%) is significantly greater (about four times more likely to get suspended). Secondary students (3%) are 1.6 times more likely to be suspended than elementary students (1.9%).

TABLE 3
Multiple Suspensions

Number of Suspensions	Frequency	Total Suspensions	Cumulative Total
0	38,889	0	0
1	673	673	673
2	145	290	963
3	45	135	1,098
4	20	80	1,178
5	8	40	1,218
6	4	24	1,242
7	4	28	1,270

- As can be seen in Table 3, there were a total of 1,270 suspensions issued during the 1992/1993 academic year.

TABLE 4
Comparison Of Multiple Suspensions
By Elementary/Secondary School Panels

	<u>Frequency of Students Suspended</u>		
	1	2 or More	Total
	n	n	n
Elementary	341	143	484
Secondary - Composite	268	50	318
- Vocational	64	33	97
(Total)	(332)	(83)	(415)
TOTAL	673	226	899

- As can be seen in Table 4, multiple suspensions were seen more often in elementary schools. 63% (143/226) of all students receiving more than one suspension were enrolled in elementary school. There is a difference in the proportion of elementary school and secondary school children receiving multiple suspensions (30% : 20%) and, there is a significant difference in the proportion of Vocational versus Composite students receiving more than one suspension. Students attending Vocational school are over represented in the Vocational versus Composite secondary comparisons by a 2:1 ratio (34% : 16%).

TABLE 5
Mean Suspensions By Gender And Elementary/Secondary Panels

	M A L E			F E M A L E			T O T A L		
	n	Total Susp.	$\bar{x}$	n	Total Susp.	$\bar{x}$	n	Total Susp.	$\bar{x}$
Elementary	409	614	1.5	75	113	1.5	484	727	1.5
Secondary - Composite	252	314	1.2	66	82	1.2	318	396	1.2
- Vocational	87	136	1.6	10	11	1.1	97	147	1.5
(Total)	(339)	(450)	(1.3)	(76)	(93)	(1.2)	(415)	(543)	(1.3)
TOTAL	748	1,064	1.4	151	206	1.4	899	1,270	1.4

- As can be seen in Table 5, there were a total of 1,270 suspensions issued during the 1992/1993 academic year. This suggests that, on average, each of the 899 students suspended received about 1.4 suspensions. Of the 899 students suspended, about 25% (226) received more than one suspension. 9% (81) of all students suspended received more than two suspensions.
- As can be seen in Table 5, there was no significant difference in the mean number of suspensions received by elementary as opposed to secondary students nor any differences noted in male and female comparisons except in the Vocational stream, where males are receiving an average of about 1.6 suspensions while females are receiving an average of only 1.1.

TABLE 6
Days Lost Due To Suspension

	M A L E		F E M A L E		T O T A L	
	#	$\bar{x}$	#	$\bar{x}$	#	$\bar{x}$
Elementary	1,989.0	3.2	384.0	3.4	2,373.0	3.3
Secondary - Composite	1,135.0	3.6	263.0	3.2	1,398.0	3.5
- Vocational	764.0	5.6	69.5	6.3	833.5	5.7
(Total)	(1,899.0)	(4.2)	(332.5)	(3.6)	(2,231.5)	(4.1)
TOTAL	3,888.0	3.7	716.5	3.5	4,604.5	3.6

- Table 6 shows that a total of 4,604.5 instructional days were lost due to suspensions. This represents a loss of 3.6 (4,604.5/1,270) days per suspension (range of 1.0 to 20.0 days lost per suspension). On this basis, the total instructional days lost per student suspended was 5.1 days (4,604.5/899; range of 1.0 to 59.6 days).
- When we further analyzed the distribution of days lost per suspension, we found that secondary students lost more days than elementary students due to suspension (4.1 : 3.3).
- There was no significant pattern for gender in terms of days lost due to suspension (females : males = 3.5 : 3.7).
- Where a significant pattern did emerge was in the number of days lost per suspension in the Vocational stream (5.7 days) as compared to the Composite stream (about 3.5 days). Thus, Vocational students who were suspended lost about 1.6 as many days per suspension as their Composite counterparts.

RECOMMENDATION #2:

The discrepancy between Composite and Vocational students' number of days suspended needs to be examined further.

TABLE 7
Number Of Suspensions By Reason

	A	B	C	D	E	F	TOTAL
Elementary - Males	158	9	7	22	76	341	613
- Females	35	5	4	1	19	49	113
(Total)	193	14	11	23	95	390	726
Secondary - Males	89	35	29	11	51	232	447
- Females	22	11	3	1	8	48	93
(Total)	111	46	32	12	59	280	540
TOTAL	304	60	43	35	154	670	1,266

(A) Opposition to Authority

(D) Destruction of School Property

(B) Truancy

(E) Profane Language

(C) Neglect of Duty (Breaking School Rules)

(F) Improper Behaviour (Verbal and/or Physical Aggression)

- As can be seen from Table 7, the most common reason for suspending a child in The Hamilton Board of Education has to do with improper behaviour as it relates to verbal and/or physical aggression (53% or 670/1,266), (*results comparable to The Scarborough Board of Education*). This was true for both elementary and secondary, and for males and females.
- The distribution of suspensions by reason are: 53% for Improper Behaviour (verbal and/or physical aggression), 24% for Opposition to Authority, 12% for Profane Language, 5% for Truancy, 3% for Neglect of Duty (Breaking School Rules) and 3% for Destruction of School Property.
- If number of days is used as a measure of the severity of the suspension, then one would expect that students who were verbally and/or physically aggressive would receive more days of suspension than those who were truant. This was not the case. With the exception of neglect of duty (2.74 days lost on average per suspension), the remainder of the reasons for suspension yielded an average of 3.66 days each. Students who are truant receive almost four days in suspension every time they are suspended.
- There were some findings that would seem to suggest that males and females are treated differently depending on whether they are in the elementary or secondary panel. For example, in the elementary panel, females who are suspended tend to get more days than males for such things as truancy, neglect of duty, destruction of property, and improper behaviour. On the other hand, both males and females seem to be treated equally for the use of profane language.
- In the secondary panel, the reverse is seen (i.e., females receive much less days for such reasons as truancy, destruction of property, use of profane language and improper behaviour). Females in the secondary panel receive more days for neglect of duty and equal treatment with males for opposition to authority.
- Almost 50% of the students who were suspended more than once continued to be suspended a second (49%), third (33%), fourth (50%), fifth (30%), and sixth time (33%) FOR THE SAME REASON. This was true for both elementary and secondary students.
- For students suspended seven times, 60% tended to be suspended for the same reason. (N.B.: Data is only entered up to seven occurrences.)

RECOMMENDATION #3:

The rationale for suspensions in elementary and secondary schools needs to be examined further.

IMPLICATIONS/SUGGESTIONS:

One possible way to respond to the gender difference could be found in standardizing the suspension severity across the various infractions (i.e., opposing authority could yield a two-day suspension on the first occurrence and an additional day for each following occurrence to a maximum of X number of days).

TABLE 8
When Did Suspensions Occur?

September	4%	February	12%	The first half of the year accounts for 45% of the suspensions handed out.
October	10%	March	10%	
November	14%	April	11%	The second half of the year accounts for 55% of the suspensions handed out.
December	8%	May	14%	
January	9%	June	8%	

- As can be seen in Table 8, two months were particularly high for suspensions - November and May. Together, they account for about a third of the suspensions given for the year.

RECOMMENDATION #4:

The reasons for the increased frequency of suspensions in November and May need to be examined.

IMPLICATION:

Understanding the reasons may lead to the development of preventative measures which may reduce the suspension rate.

TABLE 9
Number of Suspended Students By Gender
And Exceptionality In Secondary Schools

	Males	Females	Total
Non-Exceptional	246	57	303
BE	14	0	14
GLD	20	9	29
SLD	46	2	48
Other	6	3	9
EXCEPTIONAL TOTAL	86	14	100
Unknown	7	5	12
TOTAL	339	76	415

- In total, 100 exceptional secondary school students were suspended during the 1992/1993 academic year. These exceptional students account for 24% of the total number of suspended secondary school-aged students. (Table 9)

TABLE 10
Exceptional Pupil Suspension Rates

	N	# Suspended	Suspension Rate
Non-Exceptional	12,315	303	2.5
Exceptional Total	1,388	100	7.0
BE	39	14	36.0
GLD	296	29	10.0
SLD	656	48	7.0
Other	397	9	2.0
Unknown	12	12	

- Exceptional students are close to three times more likely to be suspended than non-exceptional students when enrollment statistics are taken into account. (Table 10)

TABLE 11
Exceptional Students Suspension

Exceptionality	N	Total Suspensions	X Suspensions	Total Days Lost	X Days Lost
BE	14	29	2.1	184	6.3
GLD	29	36	1.2	176.5	4.9
SLD	48	69	1.4	291.5	4.2
Other	9	11	1.2	36	3.3
	(100)	(145)	(1.5)	(688)	(4.7)
Unknown	12	16	1.3	54	3.4
NE	303	382	1.3	1,489.5	3.9

- BE students experienced more severe punishment for their infractions in that on average, they lost significantly more days due to suspension than their exceptional counterparts. (Table 11) They also received more suspensions than other exceptional groups.
- The suspensions cited here only include formal suspensions as outlined in The Education Act.

APPENDIX 3

OBJECTIVE 3: EXCEPTIONALITIES IN RELATION TO SECONDARY SCHOOL PLACEMENTS AND PROGRAMS

GLOSSARY:	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- A sample of 526 records of students seen by Psychological Services staff was included in this analysis. These students were born between 1973 and 1977, and 180 were deemed exceptional and 346 were not deemed exceptional.

TABLE 1
Exceptionality and Composite Versus Vocational Placement

	NE (N=346)	BE (N=17)	SLD (N=127)	GLD (N=36)
Composite	80.1%	41.2%	82.7%	41.7%
Vocational	19.9%	58.8%	17.3%	58.3%

- There was a disproportionally large percentage of BE students in Vocational schools as compared with NE and SLD students, considering that BE students are of Average ability. (Table 1)

TABLE 2
Exceptionality and Level of Credits

Level of Credits	NE	BE	SLD	GLD
Basic	26.1%	60.2%	22.9%	73.1%
General	49.0%	36.2%	55.1%	22.3%
Advanced	19.1%	3.7%	14.1%	1.6%
Other	5.2%	0	7.0%	3.0%

- GLD and BE students took a significantly smaller percentage of General and Advanced level courses and a significantly larger percentage of Basic level courses than NE and SLD students as is shown in Table 2.
- GLD and BE students did not differ significantly in the percentage of courses taken at different levels in spite of the fact that BE students were assessed to be functioning at a higher level intellectually than GLD students. NE and SLD students did not differ in the percentage of courses taken at the Basic and General levels. NE students, however, took significantly higher percentages of Advanced courses than SLD students. This is probably because SLD students, as a group, were experiencing more severe learning problems than NE students. (Table 2)

TABLE 3
Exceptionality and Type of Placement

Placements	NE	BE	SLD	GLD
In School	76.6%	58.8%	71.7%	72.2%
Graduated	8.1%	5.9%	12.6%	8.3%
Continue In School	3.5%	5.9%	7.1%	2.8%
University	0.3%		1.6%	
College	2.3%		2.4%	
Work	2.0%		1.6%	5.6%
Drop-out	15.3%	35.3%	15.7%	19.4%

- The drop-out rates of the NE, SLD and GLD groups were slightly higher than the average Hamilton rate of 12%. (Table 3)
- The type of secondary school attended also seemed to affect outcome significantly. Within our sample, proportionally more students graduated from Composite schools (11.3%) than from Vocational schools (1.6%); while proportionally more students dropped out from Vocational schools (26.2%) than from Composite secondary schools (13.3%). As there were proportionally more BE and GLD students enrolled in Vocational schools, the high drop-out rate ties in with the exceptionality as well. (Table 3)

TABLE 4
Special Education Placement and Level of Credits

Level of Credits	NE (N=346)	Exceptional Regular Class (N=100)	Exceptional Self-Contained Class (N=72)
Basic	26.1%	30.8%	47.6%
General	49.0%	47.8%	39.7%
Advanced	19.4%	16.9%	5.7%
Other	5.2%	4.2%	6.4%

- The achievement test scores of students tested in elementary (and are now in secondary) did not differ significantly between exceptional students placed in regular classes or in self-contained classes.
- The level of credits obtained by NE, Exceptional Regular Class and Exceptional Self-Contained Class students, however, showed a different pattern. (Table 4)
- The percentage of Basic and Advanced level credits obtained by NE and Exceptional Regular Class students differed significantly from Exceptional Self-Contained Class students, but the level of credits obtained by NE and Exceptional Regular Class students was not significantly different. All three groups took similar proportions of General level credits. Therefore, students in regular classes, whether they were deemed exceptional or not, were successful in courses of similar levels while students placed in self-contained classes achieved proportionally more lower level courses than students in regular classes. The three groups, however, did not differ in their outcome (i.e., graduate and drop-out rate) which may suggest that the support given to exceptional students enabled them to succeed in secondary school as their non-exceptional peers.

- The lack of differentiation academically between students placed in the regular classroom and those placed in self-contained placements in previous years prompted interest in an analysis of students' profiles presently placed in self-contained versus regular classrooms.
- Presently, students with General Learning Disabilities in self-contained classrooms are functioning significantly lower cognitively than students with General Learning Disabilities in regular classrooms.
- Students with Specific Learning Disabilities in self-contained classrooms are functioning significantly lower academically than students with Specific Learning Disabilities in regular classrooms. As well, students with Specific Learning Disabilities in self-contained classrooms are significantly more distractible and have more severe learning disabilities than those in regular classrooms.
- Students with Specific Learning Disabilities in self-contained classes showed more significantly disturbed behavioural profiles.
- Students with Behavioural Exceptionalities, however, do not show differentiated profiles, regardless of placement.

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APPENDIX 4

SUMMARY OF RECOMMENDATIONS

- **RECOMMENDATION #1:**

The A.D.H.D. sample as a group needs to be monitored with respect to their performance in secondary school.

IMPLICATIONS/QUESTIONS:

Is repeating a grade in elementary school effective in improving secondary school performance for A.D.H.D. students?

- **RECOMMENDATION #2:**

The discrepancy between Composite and Vocational students' number of days suspended needs to be examined further.

- **RECOMMENDATION #3:**

The rationale for suspensions in elementary and secondary schools needs to be examined further.

IMPLICATIONS/SUGGESTIONS:

One possible way to respond to the gender difference could be found in standardizing the suspension severity across the various infractions (i.e., opposing authority could yield a two-day suspension on the first occurrence and an additional day for each following occurrence to a maximum of X number of days).

- **RECOMMENDATION #4:**

The reasons for the increased frequency of suspensions in November and May need to be examined.

IMPLICATION:

Understanding the reasons may lead to the development of preventative measures which may reduce the suspension rate.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL

CA4 ON HBL W26

A37

1994

1994 04 07

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Mulholland and Allen; Mesdames Bramberger, Elliott, Kadar, Kappheim, Kerr Jaskiewicz and Oommen; Miss Dalziel; Messrs. Billingsley, Bucsis, Shields and Verticchio; Dr. Van der Spuy.)

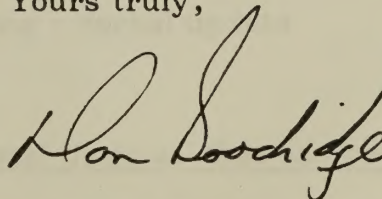
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1994 04 20 at 19:00 hours in the Lower Auditorium at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

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Attachment

Notice to all Trustees and Representatives

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1994 04 20

Location: Education Centre, Lower Auditorium

Confirmation of the minutes of the 1994 03 09 meeting

7:00 - 7:05 p.m. Chairman's Remarks and Co-ordinator's Remarks

GENERAL

7:05 - 8:00 p.m. Co-operative Education: Special Education A. Sherer

Transitional Work Experience Program (T.W.E.P.) S. Holden

8:00 - 8:10 p.m. BREAK

8:10 - 8:35 p.m. Organization Updates Members

8:35 - 8:45 p.m. SEAC Pamphlet (attached) F. Oommen

ELEMENTARY/SECONDARY

8:45 - 9:00 p.m. Vocational Programming - verbal update E. Bond

Please note: Organizational Updates' time has been
moved to facilitate staff presentations this evening

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1993-1994

Chairman of S.E.A.C.
Dr. I. Adamson

Elected Officials of the Board
Bishop, Judith
Mulholland, Ray
Patenaude, Marie
Allen, Bert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Dr. Ian
Autism Ontario
Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
H: 389-6885

Dalziel, Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Elliott, Carol
About FACE
(Facial & Cranial
Abnormalities)
389-3445

Billingsley, Frank
Canadian National Institute
for the Blind
H: 577-0452

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-9284

Bryan Shields
Hamilton Association
Community Living
B: 528-0281
H: 385-1485

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Bucsis, David
Learning Disabilities
Association, H-W Chapt.

Kadar, Merryl Jeanne
Hamilton Council for Home
and School
H: 318-0078
B: 526-5638

ADDITIONAL MEMBERS OF S.E.A.C.:

Bramberger, Sue
Hamilton Wentworth Home Care
Program
B: 523-8600

Van der Spuy, Dr. Hermanus
Ontario Psychological
Association
B: 521-2100 Ext. 7299

Verticchio, Dominic
H-W Children's
Aid Society
B: 522-1121

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 502

Tomlinson, Dr. Janice
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Collins, E.
Ham Principals' Assoc

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 274 / 273

Smith, Paul
Ham Sec Sch Princ Council



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

Does your child have Special Needs?

Once a month a group of people meet at the Hamilton Board of Education to discuss the education of children and youth with special (exceptional) needs.

This committee is called the Special Education Advisory Committee (SEAC), and meetings are open to the public.

Legally SEAC is allowed to make recommendations to the Board of Education about Special Education programs and services.

In the Hamilton Board of Education, SEAC plays a vital role in ensuring that exceptional pupils receive appropriate educational services. Under Ontario's Education Act (Chapter 129, section 182), every exceptional pupil is entitled to special education programs and services which meet his or her educational needs.

The Committee is comprised of member representatives from:

- About FACE
- Association for Bright Children
- Autism Ontario
- Canadian National Institute for the Blind (CNIB)
- Down Syndrome Association of Hamilton
- Hamilton & District Easter Seals Parent Delegate Group
- Hamilton Association for Community Living (H.A.C.L.)
- Hamilton Council for Home and School Associations
- Hamilton District Society for Disabled Children
- Hamilton-Wentworth Home Care Program - School Health Support Services
- Learning Disabilities Association
- Ontario Psychological Association

Special Education Advisory Committee Members

ABOUT FACE

Carol Elliott

389-3445

This organization is dedicated to meeting the needs of people with facial disfigurements and their families, through:

- the development of an information centre for patients, families and professionals;
- the offering of emotional support;
- the development of public awareness.

ASSOCIATION FOR BRIGHT CHILDREN

Arlene Kappheim

385-3839

The Association advocates for bright, talented and gifted children. All parents of identified and non-identified gifted children are welcome to use this resource for support in their roles as advocates and partners in education.

AUTISM ONTARIO

Dr. Ian Adamson

1-688-5550,
Ext. 3911

This Society works to improve the quality of life for persons with autism and pervasive developmental disorders and their families to ensure that those with these disorders live with dignity within their own communities.

More on
next
page
▶

Come To One Of Our Meetings

Our Special Education Advisory Committee meets regularly on the third Wednesday of every month, at 7:00 p.m., the Education Centre, 100 Main Street West (across from City Hall). Please call 527-5092, ext. 273, or 274 to confirm dates and times. Everyone is welcome.

**CANADIAN NATIONAL INSTITUTE FOR THE BLIND
(C.N.I.B.)**

Frank Billingsley 544-4821

The CNIB exists to provide comprehensive rehabilitation services to those who are blind or visually impaired, to support the prevention of blindness, as well as promote sight enhancement through low vision assessments and the development of technology.

DOWN SYNDROME ASSOCIATION OF HAMILTON

Frances Oommen 383-4779

This Association supports people with Down Syndrome, their parents and others who are concerned about their development and acceptance in society.

This Association is an information resource, which works to create public awareness and advocates for children in order that they can achieve their full potential. Monthly information meetings are held. Informal gatherings are also held for member families.

**HAMILTON & DISTRICT EASTER SEALS PARENT
DELEGATE GROUP**

Vicky Kerr Jaskiewicz 383-9284

The Easter Seal Society is dedicated to the provision of services required by children with physical disabilities and their families. We advocate for children with physical disabilities, including muscular dystrophy, cerebral palsy, spina bifida and other multiple congenital disabilities.

**HAMILTON ASSOCIATION FOR COMMUNITY LIVING
(H.A.C.L.)**

Bryan Shields 528-0281

This Association provides a variety of services to developmentally disabled individuals. The H.A.C.L. advocates for the special needs of these people. Your concerns are welcome.

**HAMILTON COUNCIL FOR HOME AND SCHOOL
ASSOCIATIONS**

Merryl Jeanne Kadar 318-0078

The Home and School Council is composed of presidents of individual school associations and Council representatives. A Council Executive is elected from these members, and the Council President is a member of the Regional Board of Home and School.

The Council facilitates networking among local associations. Council members monitor committee meetings of the Board of Education.

The Council serves to augment parent awareness and education in striving for the "Best for each Child".

**HAMILTON DISTRICT SOCIETY FOR DISABLED
CHILDREN**

Nalda Dalziel 385-5391

This is a charitable organization servicing physically disabled children in the Region of Hamilton-Wentworth, Haldimand and the City of Burlington. The Society's prime mandate is to provide financial assistance for programs for this special population that are not funded in full by government or any other agency. The Society is a strong advocate of equal rights for the disabled child.

**HAMILTON-WENTWORTH HOME CARE PROGRAM -
SCHOOL HEALTH SUPPORT SERVICES**

Sue Bramberger 523-8600

This program provides special health services to students who need such services in order to attend school. The Home Care Case Manager discusses the child's needs with the parent, school staff and health

professionals who know the child. The nurse or therapist gives care or treatment to the student; helps the teacher and other school staff learn how to care for the student; and helps the student learn self-care. The following services are offered: nursing, nutritional counselling, occupational therapy, physiotherapy, speech and language therapy.

LEARNING DISABILITIES ASSOCIATION

Sylvia Trott 545-1964

The Learning Disabilities Association consists of volunteer parents and professionals who work together to provide help for people with learning disabilities and/or Attention Deficit Disorder (A.D.D.).

The Association is dedicated to meeting the educational, social, emotional, recreational and employment needs of children, adolescents and adults.

Learning disabilities are information-processing disorders which affect language use and academic skills (reading, writing, mathematics, speaking), memory, co-ordination and organizational skills.

ONTARIO PSYCHOLOGICAL ASSOCIATION

Dr. Hermanus Van der Spuy 521-2100, Ext. 7299

The Association is committed to advancing psychology as an independent profession.

The Association offers full member status to individuals who are registered psychologists. Associate member status is available to those who, while not qualified as registered psychologists, have earned a master's degree in psychology and are working under the supervision of a psychologist.

Additional Members of SERC

**HAMILTON-WENTWORTH CHILDREN'S AID SOCIETY
Dominic Verticchio 522-1121**

Resource Person

**CHEDOKE-MCMASTER HOSPITALS
Dr. Philomena Newberry 521-2100, Ext. 7207**

Board Representatives

**Elizabeth Bond,
Superintendent of Program 527-5092, Ext. 502**

**Dr. Frank Cooke, Assistant
Superintendent of Program 527-5092, Ext. 360**

**Dr. Janice Tomlinson, Co-ordinator
of Special Education 527-5092, Ext. 340**

**Hamilton Principals' Association,
Eileen Collins**

**Hamilton Secondary School Principals' Council,
Paul Smith**

Hamilton Teachers' Federation, Al Mutart

Trustee Representatives

**Bert Allen 547-6832
Judith Bishop 528-7740
Ray Mulholland 547-2237
Marie Patenaude 578-685**

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1994

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1994 05 05

URBAN M...

MAY

GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Mulholland and Allen; Mesdames Bramberger, Elliott, Kadar, Kappheim, Kerr Jaskiewicz and Oommen; Miss Dalziel; Messrs. Billingsley, Bucsis, Shields and Verticchio; Dr. Van der Spuy.)

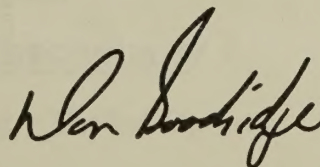
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An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

cv

Attachment

Notice to all Trustees and Representatives

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE

1994 05 18

Location: Education Centre, Lower Auditorium

7:00 - 7:05 p.m. Chairman's Remarks and Co-ordinator's Remarks

GENERAL

7:05 - 7:40 p.m.	Organization Updates	Members
7:40 - 8:00 p.m.	Annual Review of Special Education Plans: A Report to the Minister of Education and Training, 1994	Dr. Tomlinson
8:00 - 8:15 p.m.	BREAK	
8:15 - 8:35 p.m.	Changes to Speech and Language Services at Chedoke-McMaster Hospital	J. Bishop

ELEMENTARY/SECONDARY

8:35 - 8:50 p.m.	Vocational Programming - Verbal Update	E. Bond
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GENERAL

8:50 - 9:00 p.m.	Additional Membership - Hamilton-Wentworth Communication Collective	I. Adamson
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SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1993-1994

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Dr. I. Adamson

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Mulholland, Ray
Patenaude, Marie
Allen, Bert

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H: 385-1485

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Bucsis, David
Learning Disabilities
Association, H-W Chapt.
B: 572-6602

Kadar, Merryl Jeanne
Hamilton Council for Home
and School
H: 318-0078
B: 526-5638

ADDITIONAL MEMBERS OF S.E.A.C.:

Bramberger, Sue
Hamilton Wentworth Home Care
Program
B: 523-8600

Van der Spuy, Dr. Hermanus
Ontario Psychological
Association
B: 521-2100 Ext. 7299

Verticchio, Dominic
H-W Children's
Aid Society
B: 522-1121

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 502

Tomlinson, Dr. Janice
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Collins, E.
Ham Principals' Assoc

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 274 / 273

Smith, Paul
Ham Sec Sch Princ Council

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL

CA4 ON HBL W26
A37
1994

1994 05 31

TO THE CHAIRMAN AND MEMBERS
PROGRAM COMMITTEE

(Trustees Bishop, Cunningham, Mason, Patenaude, Stewart, Wilson
and Allen.)

Ladies and Gentlemen:

As indicated on the June Agenda of the Program Committee,
enclosed are the following reports which will be considered at the 1994
06 02 meeting:

- Policy and Action Plan: Literacy Across the Curriculum
- Policy and Procedures for the Selection of Learning Resources

In addition, a revised Page 1 is attached. Please note that the
recommendations have been changed.

***Members are asked to bring these reports with them to the
meeting.***

Yours truly,

D. W. Goodridge rm

D. W. Goodridge
Director of Education
and Secretary

rm

Notice sent to all trustees.

Date: 1994 06 02

To: Chairperson and Members
Program Committee

From: E. G. Bond
Superintendent of Program

Re: **Adult and Continuing Education 1993 Annual Report**

- **Independent Study Program**
- **Dofasco Program**

Report: Information/Decision

Background:

At the Program Committee Meeting of 1994 04 12 it was recommended that the Principal of Adult and Continuing Education make a final report to the Program Committee regarding the future viability of the Independent Study Program.

Issue:

To determine a method to provide a cost-effective delivery of the Independent Study Program.

Recommendations:

1. The number of tutoring hours per week in the Independent Study Program be provided on a cost recovery basis.
2. The future of the Independent Study Program at Dofasco will be decided later in June, 1994.

Date: 10/1/81
To: Chairman, USAID
From: E. C. Ross
Subject: Independent Study Program
Adell and Continuing Education 1981 Annual Report
* Independent Study Program
* Distance Program

Report: International/Distance

Background

The Independent Study Program (ISP) was established in 1978 as a result of a study conducted by the USAID Office of Education and Cultural Affairs (ECA) in Washington, D.C. The study was titled "Independent Study Program: A Study of the Program's Effectiveness and Potential for Expansion." The study found that the ISP was a successful program and recommended that it be expanded to other countries.

Summary

The study found that the ISP was a successful program and recommended that it be expanded to other countries. The study also found that the ISP was a cost-effective program and that it had the potential to be expanded to other countries.

Recommendations

1. The number of independent study programs should be increased to 100 in the independent study program.
2. The number of independent study programs should be increased to 100 in the independent study program.

Date: 1994 06 02
To: Chairman and Members
Program Committee
From: E. G. Bond, Superintendent of Program
Re: Policy and Action Plan: Literacy Across the Curriculum
Report: Information/Decision

Background

In June 1993 the Board approved the Belief and Mission Statements for Literacy (Appendix A). At that time the Superintendent of Program was asked to develop a report on the implications of a literacy-across-the-curriculum policy.

That report was delivered in December 1993. The Superintendent of Program was then asked to prepare a policy statement and action plan for literacy across the curriculum, which forms the substance of this report (Appendix B).

As a preliminary to developing the policy statement and action plan, the matter was presented to a number of system and community focus groups for their response (Appendix C).

Issues

- To review the Board approved Mission and Belief Statements which form the bases of a literacy-across-the-curriculum policy (Appendix C).
- To share the focus groups' responses to a literacy-across-the-curriculum policy (Appendix B).
- To provide the rationale for a literacy-across-the-curriculum policy.
- To determine trustee support for the proposed literacy-across-the-curriculum-policy statement and action plan (Appendix A).

Recommendations

- 1) That the Board approve the following policy statement:

"It is the policy of the Board of Education that the Mission Statement for Literacy be implemented by integrating the information literacies across the curriculum JK-OAC."

- 2) That the Board approve the Action Plan for the integration of the information literacies across the curriculum.

1. The Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, and agreements that may be necessary for the operation of the Corporation.

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8. The Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, and agreements that may be necessary for the operation of the Corporation.

9. The Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, and agreements that may be necessary for the operation of the Corporation.

10. The Board of Directors of the Corporation has authorized the President to execute any and all contracts, leases, and agreements that may be necessary for the operation of the Corporation.

Rationale

Being literate in the Information Age involves being a competent manager of information employing information literacies:

- language:** reading, writing, listening, speaking to manage and communicate information
- media:** viewing and creating non-print communications, and critically evaluating communication in the mass media
- arts:** creating communication through the arts, and critically evaluating how the arts are used in the mass media and popular culture to effect ideas, values, beliefs
- technologies:** using the new technologies as tools for managing and communicating information

The bases for the implementation of the information literacies across the curriculum are already in place:

- *The Common Curriculum* supports the integration of many of the information literacy learning outcomes across the curriculum .
- all teachers, as adult role-models, model and teach literacy on a daily basis in their classrooms.
- most current programs promote the use of language, media, arts and technologies literacies as teaching/learning strategies in the classroom, and many teachers are using these information literacies as strategies and tools in their subject areas.

The implementation of a literacy across the curriculum policy ensures that:

- all teachers continue to use the information literacies as strategies - but also implement them as learning outcomes - by providing direct instruction as necessary and by providing opportunities for ongoing student evaluation in terms of the information literacies.
- the critical importance of the literacies in learning and in life are constantly reinforced for all students in all classrooms.
- students have increased opportunities to develop and demonstrate competency in the information literacies, and to apply them to practical learning experiences across the curriculum.

The development, integration and implementation of the information literacies across the curriculum JK-OAC will provide:

- a focus and direction for the review and reallocation of existing resources;
- a curriculum and program focus for The Common Curriculum and in the Specialization Years;
- links between and among subject areas in The Common Curriculum and in the Specialization Years;
- constant reinforcement of the information literacy learning outcomes for all students in all classrooms.

Appendices: Information Literacy Across the Curriculum

- A Mission and Belief Statements
- B Policy Statement and Action Plan
- C Focus Group Responses

Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system.

The study is organized as follows. Chapter 2 describes the system architecture. Chapter 3 describes the experimental setup. Chapter 4 presents the results of the experiments. Chapter 5 discusses the conclusions and future work.

The results of the experiments show that the proposed system significantly improves the performance of the system.

The study also shows that the proposed system is robust to changes in the system parameters.

The study concludes that the proposed system is a promising approach for improving the performance of the system.

The study also shows that the proposed system is robust to changes in the system parameters.

The study concludes that the proposed system is a promising approach for improving the performance of the system.

The proposed system

The proposed system is designed to improve the performance of the system by reducing the number of errors.

The system is composed of two main parts: a data collection module and a data processing module.

The data collection module is responsible for collecting data from the system. The data processing module is responsible for processing the data.

The system is designed to be flexible and scalable. It can be adapted to different system configurations.

The system is also designed to be robust to changes in the system parameters.

The study shows that the proposed system is a promising approach for improving the performance of the system.

References

- 1. Smith, J. and Jones, K. (2010) 'The effects of the proposed system on the performance of the system', *Journal of System Management*, 60(1), 1-10.
- 2. Brown, L. (2011) 'The effects of the proposed system on the performance of the system', *Journal of System Management*, 61(2), 1-10.
- 3. Green, M. (2012) 'The effects of the proposed system on the performance of the system', *Journal of System Management*, 62(3), 1-10.

The Literacy Belief and Mission Statement, of the Hamilton Board,
Approved June 1993

Beliefs About Literacy:

The following are the belief statements which form the foundation of an effective literacy program in the 1990's.

- Habits and patterns of literacy are established before formal schooling begins and continue after formal schooling ends.
- Literacy learning is a dynamic developmental process.
- Literacy knowledge, skills and values developed in one language transfer to other languages.
- Literacy provides a vehicle for thinking and communicating.
- Reading, writing, listening, speaking, viewing and using media, technologies and art forms are fundamental to literacy development.
- Resources (human and material) and learning environment (physical, intellectual and emotional) are factors in literacy learning.
- All educators are teachers of literacy and model literacy learning.
- Literacy in a community is achieved through the collaboration of all sectors and agencies in the community including the home and the school.
- Literacy enables the individual to contribute to society.
- Expectations and standards for literacy change over time.

Mission Statement:

The Hamilton Board of Education promotes literacy among its students and staff by:

- providing quality literacy-based programs for all English as a first and second language learners which enable them to attain their full learning potential;
- supporting schools and teachers in developing and implementing literacy programs to address the needs of "at-risk" students;
- working collaboratively with parents, volunteers, community agencies, business, industry and post-secondary educational institutions to promote literacy.

Library Strategy

The following are the main objectives which form the foundation of an effective library program in the future:

- To provide a range of services to meet the needs of the community, including the provision of information, education, and recreation.
- To ensure that the library is accessible to all members of the community, including those with physical and mental disabilities.
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- To ensure that the library is accessible to all members of the community, including those with physical and mental disabilities.

POLICY STATEMENT AND ACTION PLAN

<i>Task</i>	<i>Role</i>	<i>Function</i>	<i>Timelines</i>	<i>Outcome</i>
1 Development of information literacies learning outcomes... •outcomes •indicators •standards •strategies •levels of use •support materials	Program Department	Design-down from the image of the ideal literate graduate using The Common Curriculum and current programs as resources	Fall 1994 - ongoing	The outcomes and associated materials will be used •to provide a focus for The Common Curriculum and for Specialization Years programming •to review and to implement the information literacies across the curriculum
2 Review of the nature and degree of current integration of the information literacies •in The Common Curriculum •in the Specialization Years programs	Program Department Administrative Services Schools	Use the material developed in Task 1 to create a review instrument which will indicate •needs •gaps	Fall 1994 - ongoing	The review will facilitate: •resource planning •integration and implementation of the information literacies across The Common Curriculum and in the Specialization Years
3 Implementation of the information literacies across the curriculum	Schools Program support staff	As part of the school plan, and as a focus for programming and organization in the schools	Fall 1995 - beginning	Using base-line data from current Ministry testing programs and using review and test instruments designed from the information literacies outcomes, ongoing evaluation of student achievement in the information literacies will facilitate: •the evaluation and modification of programs •short and long-range planning •public accountability

WATKINS CIVIL SERVICE EXAMINATION

NAME	DATE	TIME	GRADE	REMARKS
J. W. WATKINS	1914	10:00 AM	A	Excellent
J. W. WATKINS	1914	10:00 AM	A	Excellent
J. W. WATKINS	1914	10:00 AM	A	Excellent
J. W. WATKINS	1914	10:00 AM	A	Excellent
J. W. WATKINS	1914	10:00 AM	A	Excellent

Focus Group Total Response: Summary in Percentage of Responses

We would appreciate your response on behalf of the group you represent to the ideas presented about literacy-across-the-curriculum in the Information Age

in the Information Age, how great is the need for our students to:	a great need	a need	some need	no need	I don't know
1. be involved in literacy learning experiences in all aspects of their schooling and in all subject areas of the curriculum?	73	18	8		1
2. be interacting with teachers who model and teach literacy learning	74	23	1	1	1
3. be able to read –					
(a) for personal pleasure and enjoyment	68	28	4		
(b) for critical analysis and evaluation	87	10	3		
(c) to retrieve information	90	10			
4. be able to write –					
(a) for creative communication	55	30	15		
(b) for critical analysis and evaluation	70	25	4	1	
(c) to organize and present information	85	12	3		
5. be able to listen to, view and use non-print media –					
(a) for creative communication	42	42	16		
(b) for critical analysis and evaluation	64	27	7	2	
(c) to retrieve, organize and present information	68	25	5	2	
6. be able to listen and speak –					
(a) for creative communication	56	28	14	2	
(b) for critical analysis and evaluation	72	22	3	3	
(c) to retrieve and present information	77	15	6	2	
7. be able to use the arts in popular culture and in the media –					
(a) for creative communication	30	42	26	1	1
(b) for critical analysis and evaluation	43	35	16	5	1
(c) to retrieve, organize and present information	43	35	17	5	
8. be able to read, write, listen and speak effectively in all subject areas and all learning contexts	65	25	8	2	
9. be able to use and adapt new technologies as tools for –					
(a) personal pleasure and enjoyment	39	46	15		
(b) for critical analysis and evaluation	63	28	9		
(c) to retrieve, organize and present information	75	19	5	1	
10. be able to communicate effectively –					
(a) as an individual	33	16	1		
(b) as a member of a team	77	23			

Focus Group Total Response: Summary in Percentage of Responses

To what degree do you agree with the Belief Statements about Literacy, and with the direction of the Hamilton Board?	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Literacy enables the individual to contribute to society.	79	17	3		1
2. Literacy provides a vehicle for thinking and communicating.	75	23		2	
3. Expectations and standards for literacy change over time.	73	25	2		
4. Being able to read, write, listen, speak, view and use media, technologies and art forms are fundamental to literacy development.	72	22	3	1	2
5. Literacy knowledge, skills and values developed in one language transfer to other languages.	39	39	10	4	8
6. Habits and patterns of literacy are established before formal schooling begins, and continue after formal school ends.	51	43	2	2	2
7. Resources (human and material) and learning environment (physical, intellectual and emotional) are important factors in literacy learning.	63	34			3
8. All educators are teachers of literacy and model literacy learning.	66	22	10	1	1
9. Literacy in a community is achieved through the collaboration of all sectors and agencies in the community, including the home and the school.	66	24	7		3
10. The Hamilton Board is moving in the right direction for dealing with literacy learning in the Age of Information.	46	30	2		22

In what other directions in terms of literacy in the Information Age would you recommend the Hamilton Board move?

1) Board support for teacher in-service and retraining

2) Accountability at all levels

3) Awareness-raising at all levels

4) Board support for resources needed

In what way(s) - if any - would you, or the group you represent, be prepared to be involved with the Hamilton Board in the development of literate graduates?

1) Collaboration

2) Partnerships

System Response: Summary in Percentage of Responses

We would appreciate your response on behalf of the group you represent to the ideas presented about literacy-
across-the-curriculum in the Information Age

In the Information Age, how great is the need for our students to:	a great need	a need	some need	no need	I don't know
1. be involved in literacy learning experiences in all aspects of their schooling and in all subject areas of the curriculum?	73	18	9		
2. be interacting with teachers who model and teach literacy learning	75	24			
3. be able to read –					
(a) for personal pleasure and enjoyment	71	26	3		
(b) for critical analysis and evaluation	88	9	3		
(c) to retrieve information	91	9			
4. be able to write –					
(a) for creative communication	57	30	13		
(b) for critical analysis and evaluation	73	23	4		
(c) to organize and present information	88	12			
5. be able to listen to, view and use non-print media –					
(a) for creative communication	55	35	10		
(b) for critical analysis and evaluation	70	22	4	4	
(c) to retrieve, organize and present information	73	18	5	4	
6. be able to listen and speak –					
(a) for creative communication	60	23	13	4	
(b) for critical analysis and evaluation	79	12	5	4	
(c) to retrieve and present information	77	12	7	4	
7. be able to use the arts in popular culture and in the media –					
(a) for creative communication	35	35	28	1	1
(b) for critical analysis and evaluation	45	35	14	5	1
(c) to retrieve, organize and present information	41	36	17	5	1
8. be able to read, write, listen and speak effectively in all subject areas and all learning contexts	66	25	5	4	
9. be able to use and adapt new technologies as tools for –					
(a) personal pleasure and enjoyment	50	46	4		
(b) for critical analysis and evaluation	68	26	6		
(c) to retrieve, organize and present information	76	23	1		
10. be able to communicate effectively –					
(a) as an individual	89	11			
(b) as a member of a team	83	17			

System Response: Summary in Percentage of Responses

To what degree do you agree with the Belief Statements about Literacy, and with the direction of the Hamilton Board?	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Literacy enables the individual to contribute to society.	80	12	4	1	3
2. Literacy provides a vehicle for thinking and communicating.	73	23		4	
3. Expectations and standards for literacy change over time.	85	15			
4. Being able to read, write, listen, speak, view and use media, technologies and art forms are fundamental to literacy development.	80	14		1	5
5. Literacy knowledge, skills and values developed in one language transfer to other languages.	45	38	5	4	8
6. Habits and patterns of literacy are established before formal schooling begins, and continue after formal school ends.	53	40		4	3
7. Resources (human and material) and learning environment (physical, intellectual and emotional) are important factors in literacy learning.	76	19			5
8. All educators are teachers of literacy and model literacy learning.	75	15	10		
9. Literacy in a community is achieved through the collaboration of all sectors and agencies in the community, including the home and the school.	67	24	4		5
10. The Hamilton Board is moving in the right direction for dealing with literacy learning in the Age of Information.	54	30			16

In what other directions in terms of literacy in the Information Age would you recommend the Hamilton Board move?

- 1) Board support for the resources needed (human, fiscal, material) _____
- 2) Board support for in-services and retraining needed _____
- 3) Full integration of the literacies _____
- 4) Review before implementation _____

In what way(s) - if any - would you, or the group you represent, be prepared to be involved with the Hamilton Board in the development of literate graduates?

- 1) Collaboration _____
- _____
- _____
- _____
- _____

Community Response : Summary in Percentge Responses

What degree do you agree with the Belief Statements about Literacy, and with the direction of the Hamilton Board?	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Literacy enables the individual to contribute to society.	77	22	1		
2. Literacy provides a vehicle for thinking and communicating.	76	23	1		
3. Expectations and standards for literacy change over time.	60	35	4	1	
4. Being able to read, write, listen, speak, view and use media, technologies and art forms are fundamental to literacy development.	64	30	6		
5. Literacy knowledge, skills and values developed in one language transfer to other languages.	32	41	14	4	9
6. Habits and patterns of literacy are established before formal schooling begins, and continue after formal school ends.	48	45	5		2
7. Resources (human and material) and learning environment (physical, intellectual and emotional) are important factors in literacy learning.	50	49			1
8. All educators are teachers of literacy and model literacy learning.	57	28	10	3	2
9. Literacy in a community is achieved through the collaboration of all sectors and agencies in the community, including the home and the school.	64	25	10		1
10. The Hamilton Board is moving in the right direction for dealing with literacy learning in the Age of Information.	38	31	3		28

In what other directions in terms of literacy in the Information Age would you recommend the Hamilton Board move?

- 1) Accountability at all levels of the System
- 2) Public relations programs
- 3) "Back to the Basics"
- 4) Published standards
- 5) Teacher retraining

In what way(s) - if any - would you, or the group you represent, be prepared to be involved with the Hamilton Board in the development of literate graduates?

- 1) Collaboration
- 2) Consultation
- 3) Partnerships

Community Response: Summary in Percentage of Responses

We would appreciate your response on behalf of the group you represent to the ideas presented about literacy-
across-the-curriculum in the Information Age

In the Information Age, how great is the need for our students to:	a great need	a need	some need	no need	I don't know
1. be involved in literacy learning experiences in all aspects of their schooling and in all subject areas of the curriculum?	73	18	7		2
2. be interacting with teachers who model and teach literacy learning	74	21	3	1	1
3. be able to read – (a) for personal pleasure and enjoyment (b) for critical analysis and evaluation (c) to retrieve information	64 87 88	30 10 12	5 3		1
4. be able to write – (a) for creative communication (b) for critical analysis and evaluation (c) to organize and present information	52 67 82	30 26 13	17 5 5		1
5. be able to listen to, view and use non-print media – (a) for creative communication (b) for critical analysis and evaluation (c) to retrieve, organize and present information	29 57 63	48 33 31	22 10 5	1	
6. be able to listen and speak – (a) for creative communication (b) for critical analysis and evaluation (c) to retrieve and present information	53 64 76	33 32 18	14 2 6	2	
7. be able to use the arts in popular culture and in the media – (a) for creative communication (b) for critical analysis and evaluation (c) to retrieve, organize and present information	24 42 43	50 35 35	24 17 17	2 6 5	
8. be able to read, write, listen and speak effectively in all subject areas and all learning contexts	64	25	11		
9. be able to use and adapt new technologies as tools for – (a) personal pleasure and enjoyment (b) for critical analysis and evaluation (c) to retrieve, organize and present information	28 58 74	47 30 16	25 11 9		
10. be able to communicate effectively – (a) as an individual (b) as a member of a team	77 71	22 28	1 1		

Report to

Elizabeth G. Bond

Superintendent of Program

Literacy Across the Curriculum Focus Groups

Presentation Team

Doug Dunford, Co-ordinator of Visual Art

Bill Manson, Co-ordinator of English

Peter Piche, Multi-Media Technician

Phil Scordino, Co-ordinator of Technological Education

Report Prepared by Bill Manson

May 1994

Literacy Across the Curriculum Focus Groups

Process

In preparation for the development of a policy statement and action plan for literacy-across-the-curriculum scheduled to be presented to the Board in June 1994 the Superintendent of Program requested that the Coordinator of English facilitate input from the system and community regarding such a policy. Appendix A contains the action plan followed to obtain this information.

The presentation team prepared three presentations, depending on the needs of each focus group: an oral presentation, an audio-visual presentation and a multi-media computer-generated presentation. The content of all three was the same.

The process with each focus group was also identical: presentation, questions for clarification, a standard response form. The individual responses from each group were tabulated and summarized. Copies were sent back to each group for their information. These appear in Appendix B of this report.

The focus groups involved were:

<u>System</u>	<u>Community</u>
HPA	IEC
HSSPC	Chamber of Commerce
OSSTF	Mayor's Race Relations Committee
HTA	Home and School Association
Program Department	Mohawk College
Area Supervisors	McMaster University

Data

The focus group responses have been summarized to reflect system response, community response and total focus group response.

Conclusions

The interactions with both the system and community focus groups indicate an ongoing need for communication and awareness-raising, particularly around the following beliefs:

- the information Age demands a much broader range of information literacies than the traditional reading and writing literacies of the Industrial Age, even though reading and writing remain critical information literacies.
- our students and graduates must be literate users and consumers of information carried by this broader range of information literacies: language, media, arts, technologies.
- a literacy-across-the-curriculum policy would tie the "crowded" curriculum together and reinforce with students (and teachers) the curriculum links, the importance of information literacy, and the benefits of a holistic curriculum.

The responses from both the system and community also indicate that:

- there is general agreement with the need for a literacy-across-the-curriculum policy.

1934

The American Medical Association is a non-profit corporation organized for the purpose of promoting the interests of the medical profession and the public. It is organized into a national association and numerous local associations.

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The American Medical Association

1934

1934

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8. American Medical Association
9. American Medical Association
10. American Medical Association

1934

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1934

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The American Medical Association

The American Medical Association is a non-profit corporation organized for the purpose of promoting the interests of the medical profession and the public. It is organized into a national association and numerous local associations.

- there is general agreement with the Belief Statements adopted by the Board last June.
- there is stronger direction, particularly among the community, to prepare students for careers and citizenship through the literacies than for their personal growth and life-long learning, . The graduate both as worker and person needs to be addressed in any literacy action plan.
- there is stronger direction for education in traditional language literacies, especially reading and writing, than in the other three information literacy areas. Of these, technologies assumes the greatest importance, followed by non-print media, and finally the arts as used to communicate information and values in the mass media. The importance of all the information literacies needs to be addressed in any action plan.
- the need for Board support in terms of reallocation and provision of resources is a key component of many responses, especially from the system:
 - human resources and partnerships
 - material resources
 - staffing and in-service.
- the need for accountability is a key component of many responses, especially from the community
 - program accountability (standards, resources, evaluation)
 - teacher accountability (professional growth, evaluation)
 - Board accountability (resources, partnerships, collaboration)
- the need for immediate implementation at all levels, rather than a phase-in or implementation-up, is a key component in most community responses.

Recommendations

- that the summary data and conclusions be presented to the Board as part of the June 1994 report.
- that the summary data be used in the development of the action plan in for the June 1994 report
- that this report be summarized in the next edition of Program Matters.
- that the computer-generated multi-media presentation be revised for videotape, and that several copies be available to the system and community for awareness-raising as part of the Literacy-Across-the-Curriculum Action Plan.

There is general agreement among the Board members regarding the following points:

1. The Board is currently reviewing the proposed changes to the bylaws and will report back to the members at the next meeting.

2. The Board is also reviewing the proposed changes to the financial statements and will report back to the members at the next meeting.

3. The Board is currently reviewing the proposed changes to the membership application process and will report back to the members at the next meeting.

Board Meeting Minutes

Meeting Date: 10/15/2023

Meeting Time: 7:00 PM

The Board meeting was held on 10/15/2023 at 7:00 PM. The following items were discussed:

- 1. Review of the proposed changes to the bylaws.
- 2. Review of the proposed changes to the financial statements.
- 3. Review of the proposed changes to the membership application process.

The Board members discussed the proposed changes and agreed to report back to the members at the next meeting.

Board Meeting Agenda

1. Review of the proposed changes to the bylaws.

2. Review of the proposed changes to the financial statements.

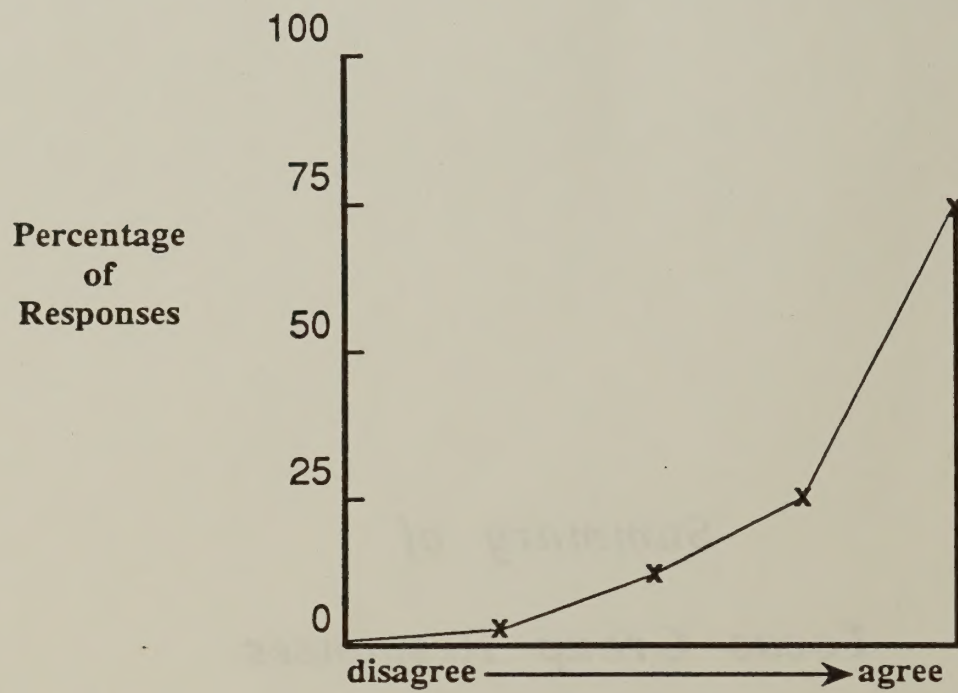
3. Review of the proposed changes to the membership application process.

The Board members discussed the proposed changes and agreed to report back to the members at the next meeting.

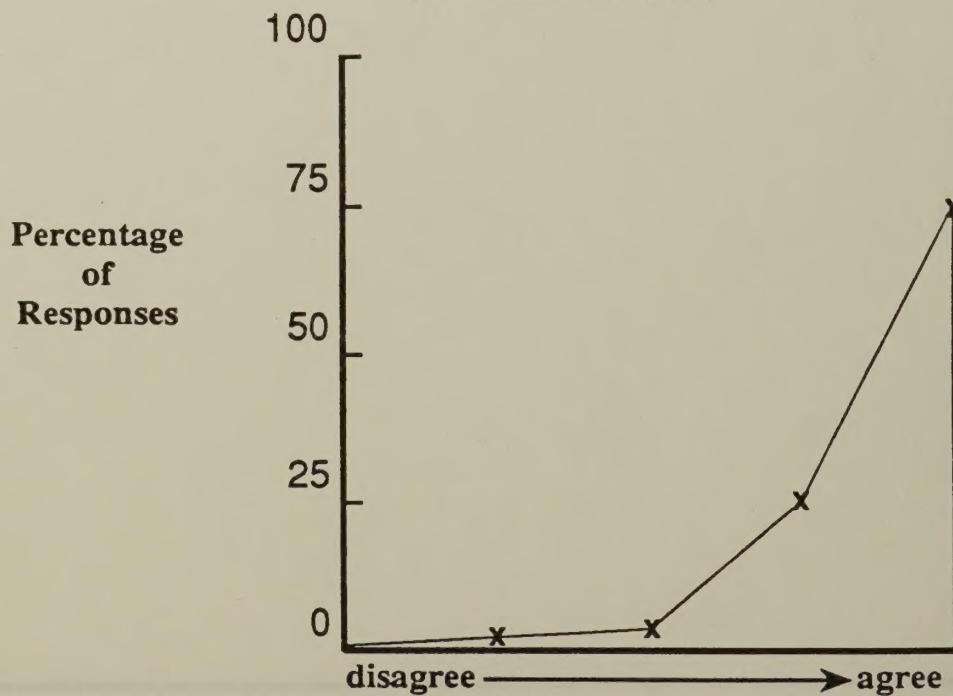
WHAT HAS TO BE DONE:	WHO WILL DO IT? (responsibility)	HOW WILL IT BE DONE?	WHEN WILL IT BE DONE:	HOW WILL WE KNOW WHEN IT'S DONE? (accountability) OUTCOMES
TASKS	ROLES	FUNCTIONS	TIMELINES	
Prepare Presentation Content and Response Questionnaire	Bill Manson	in collaboration with E. Bond, D. Dunford, P. Scordino, K. Crawford	by March 4/94	content to Phil for multi-media processing
Prepare Multi-media Presentation	Phil Scordino		by March 30/94 or before	
Present to Focus Groups and Obtain Response	Bill Manson	using the multi-media presentation and response instrument	by April 22/94	response data from each designated focus group
Contact Focus Groups and Set/up Presentation	Doug Dunford	working with P. Binkley and in collaboration with B. Manson	by March 30/94 or before	focus group meetings set up and serviced
Prepare a Report based on Response Data	Bill Manson	in collaboration with P. Binkley, P. Scordino, D. Dunford	by April 30/94	used by E. Bond as part of the June report to the Board

Focus Groups:	HSSPC HPA Program Department Area Supervisors	OSSTF HTA	Home & School Chamber of Commerce	Mohawk McMaster	City Council
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*Summary of
Focus Group Responses*

AGREEMENT: LITERACY ACROSS THE CURRICULUM POLICY**AGREEMENT: LITERACY BELIEF STATEMENTS**

(ADOPTED JUNE 1993)



Focus Group Total Response: Summary in Percentage of Responses

We would appreciate your response on behalf of the group you represent to the ideas presented about literacy-
across-the-curriculum in the Information Age

In the Information Age, how great is the need for our students to:	a great need	a need	some need	no need	I don't know
1. be involved in literacy learning experiences in all aspects of their schooling and in all subject areas of the curriculum?	73	18	8		1
2. be interacting with teachers who model and teach literacy learning	74	23	1	1	1
3. be able to read –					
(a) for personal pleasure and enjoyment	68	28	4		
(b) for critical analysis and evaluation	87	10	3		
(c) to retrieve information	90	10			
4. be able to write –					
(a) for creative communication	55	30	15		
(b) for critical analysis and evaluation	70	25	4	1	
(c) to organize and present information	85	12	3		
5. be able to listen to, view and use non-print media –					
(a) for creative communication	42	42	16		
(b) for critical analysis and evaluation	64	27	7	2	
(c) to retrieve, organize and present information	68	25	5	2	
6. be able to listen and speak –					
(a) for creative communication	56	28	14	2	
(b) for critical analysis and evaluation	72	22	3	3	
(c) to retrieve and present information	77	15	6	2	
7. be able to use the arts in popular culture and in the media –					
(a) for creative communication	30	42	26	1	1
(b) for critical analysis and evaluation	43	35	16	5	1
(c) to retrieve, organize and present information	43	35	17	5	
8. be able to read, write, listen and speak effectively in all subject areas and all learning contexts	65	25	8	2	
9. be able to use and adapt new technologies as tools for –					
(a) personal pleasure and enjoyment	39	46	15		
(b) for critical analysis and evaluation	63	28	9		
(c) to retrieve, organize and present information	75	19	5	1	
10. be able to communicate effectively –					
(a) as an individual	83	16	1		
(b) as a member of a team	77	23			

Focus Group Total Response: Summary in Percentage of Responses

To what degree do you agree with the Belief Statements about Literacy, and with the direction of the Hamilton Board?	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Literacy enables the individual to contribute to society.	79	17	3		1
2. Literacy provides a vehicle for thinking and communicating.	75	23		2	
3. Expectations and standards for literacy change over time.	73	25	2		
4. Being able to read, write, listen, speak, view and use media, technologies and art forms are fundamental to literacy development.	72	22	3	1	2
5. Literacy knowledge, skills and values developed in one language transfer to other languages.	39	39	10	4	8
6. Habits and patterns of literacy are established before formal schooling begins, and continue after formal school ends.	51	43	2	2	2
7. Resources (human and material) and learning environment (physical, intellectual and emotional) are important factors in literacy learning.	63	34			3
8. All educators are teachers of literacy and model literacy learning.	66	22	10	1	1
9. Literacy in a community is achieved through the collaboration of all sectors and agencies in the community, including the home and the school.	66	24	7		3
10. The Hamilton Board is moving in the right direction for dealing with literacy learning in the Age of Information.	46	30	2		22

In what other directions in terms of literacy in the Information Age would you recommend the Hamilton Board move?

- 1) Board support for teacher in-service and retraining _____
- 2) Accountability at all levels _____
- 3) Awareness-raising at all levels _____
- 4) Board support for resources needed _____

In what way(s) - if any - would you, or the group you represent, be prepared to be involved with the Hamilton Board in the development of literate graduates?

- 1) Collaboration _____
- 2) Partnerships _____
- _____
- _____
- _____

System Response: Summary in Percentage of Responses

We would appreciate your response on behalf of the group you represent to the ideas presented about literacy-
across-the-curriculum in the Information Age

In the Information Age, how great is the need for our students to:	a great need	a need	some need	no need	I don't know
1. be involved in literacy learning experiences in all aspects of their schooling and in all subject areas of the curriculum?	73	18	9		
2. be interacting with teachers who model and teach literacy learning	75	24			
3. be able to read –					
(a) for personal pleasure and enjoyment	71	26	3		
(b) for critical analysis and evaluation	88	9	3		
(c) to retrieve information	91	9			
4. be able to write –					
(a) for creative communication	57	30	13		
(b) for critical analysis and evaluation	73	23	4		
(c) to organize and present information	88	12			
5. be able to listen to, view and use non-print media –					
(a) for creative communication	55	35	10		
(b) for critical analysis and evaluation	70	22	4	4	
(c) to retrieve, organize and present information	73	18	5	4	
6. be able to listen and speak –					
(a) for creative communication	60	23	13	4	
(b) for critical analysis and evaluation	79	12	5	4	
(c) to retrieve and present information	77	12	7	4	
7. be able to use the arts in popular culture and in the media –					
(a) for creative communication	35	35	28	1	1
(b) for critical analysis and evaluation	45	35	14	5	1
(c) to retrieve, organize and present information	41	36	17	5	1
8. be able to read, write, listen and speak effectively in all subject areas and all learning contexts	66	25	5	4	
9. be able to use and adapt new technologies as tools for –					
(a) personal pleasure and enjoyment	50	46	4		
(b) for critical analysis and evaluation	68	26	6		
(c) to retrieve, organize and present information	76	23	1		
10. be able to communicate effectively –					
(a) as an individual	89	11			
(b) as a member of a team	83	17			

System Response: Summary in Percentage of Responses

To what degree do you agree with the Belief Statements about Literacy, and with the direction of the Hamilton Board?	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Literacy enables the individual to contribute to society.	80	12	4	1	3
2. Literacy provides a vehicle for thinking and communicating.	73	23		4	
3. Expectations and standards for literacy change over time.	85	15			
4. Being able to read, write, listen, speak, view and use media, technologies and art forms are fundamental to literacy development.	80	14		1	5
5. Literacy knowledge, skills and values developed in one language transfer to other languages.	45	38	5	4	8
6. Habits and patterns of literacy are established before formal schooling begins, and continue after formal school ends.	53	40		4	3
7. Resources (human and material) and learning environment (physical, intellectual and emotional) are important factors in literacy learning.	76	19			5
8. All educators are teachers of literacy and model literacy learning.	75	15	10		
9. Literacy in a community is achieved through the collaboration of all sectors and agencies in the community, including the home and the school.	67	24	4		5
10. The Hamilton Board is moving in the right direction for dealing with literacy learning in the Age of Information.	54	30			16

In what other directions in terms of literacy in the Information Age would you recommend the Hamilton Board move?

- 1) Board support for the resources needed (human, fiscal, material) _____
- 2) Board support for in-services and retraining needed _____
- 3) Full integration of the literacies _____
- 4) Review before implementation _____

In what way(s) - if any - would you, or the group you represent, be prepared to be involved with the Hamilton Board in the development of literate graduates?

- 1) Collaboration _____
- _____
- _____
- _____
- _____

Community Response : Summary in Percentge Responses

To what degree do you agree with the Belief statements about Literacy, and with the direction of the Hamilton Board?	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Literacy enables the individual to contribute to society.	77	22	1		
2. Literacy provides a vehicle for thinking and communicating.	76	23	1		
3. Expectations and standards for literacy change over time.	60	35	4	1	
4. Being able to read, write, listen, speak, view and use media, technologies and art forms are fundamental to literacy development.	64	30	6		
5. Literacy knowledge, skills and values developed in one language transfer to other languages.	32	41	14	4	9
6. Habits and patterns of literacy are established before formal schooling begins, and continue after formal school ends.	48	45	5		2
7. Resources (human and material) and learning environment (physical, intellectual and emotional) are important factors in literacy learning.	50	49			1
8. All educators are teachers of literacy and model literacy learning.	57	28	10	3	2
9. Literacy in a community is achieved through the collaboration of all sectors and agencies in the community, including the home and the school.	64	25	10		1
10. The Hamilton Board is moving in the right direction for dealing with literacy learning in the Age of Information.	38	31	3		28

In what other directions in terms of literacy in the Information Age would you recommend the Hamilton Board move?

- 1) Accountability at all levels of the System
- 2) Public relations programs
- 3) "Back to the Basics"
- 4) Published standards
- 5) Teacher retraining

In what way(s) - if any - would you, or the group you represent, be prepared to be involved with the Hamilton Board in the development of literate graduates?

- 1) Collaboration
- 2) Consultation
- 3) Partnerships

Community Response: Summary in Percentage of Responses

We would appreciate your response on behalf of the group you represent to the ideas presented about literacy-across-the-curriculum in the Information Age

In the Information Age, how great is the need for our students to:	a great need	a need	some need	no need	I don't know
1. be involved in literacy learning experiences in all aspects of their schooling and in all subject areas of the curriculum?	73	18	7		2
2. be interacting with teachers who model and teach literacy learning	74	21	3	1	1
3. be able to read –					
(a) for personal pleasure and enjoyment	64	30	5		1
(b) for critical analysis and evaluation	87	10	3		
(c) to retrieve information	88	12			
4. be able to write –					
(a) for creative communication	52	30	17		1
(b) for critical analysis and evaluation	67	26	5	2	
(c) to organize and present information	82	13	5		
5. be able to listen to, view and use non-print media –					
(a) for creative communication	29	48	22	1	
(b) for critical analysis and evaluation	57	33	10		
(c) to retrieve, organize and present information	63	31	5	1	
6. be able to listen and speak –					
(a) for creative communication	53	33	14		
(b) for critical analysis and evaluation	64	32	2	2	
(c) to retrieve and present information	76	18	6		
7. be able to use the arts in popular culture and in the media –					
(a) for creative communication	24	50	24	2	
(b) for critical analysis and evaluation	42	35	17	6	
(c) to retrieve, organize and present information	43	35	17	5	
8. be able to read, write, listen and speak effectively in all subject areas and all learning contexts	64	25	11		
9. be able to use and adapt new technologies as tools for –					
(a) personal pleasure and enjoyment	28	47	25		
(b) for critical analysis and evaluation	58	30	11	1	
(c) to retrieve, organize and present information	74	16	9	1	
10. be able to communicate effectively –					
(a) as an individual	77	22	1		
(b) as a member of a team	71	28	1		

DATE: 1994 06 02
TO: Chairman and Members, Program Committee
FROM: Elizabeth G. Bond, Superintendent of Program
RE: Policy and Procedures for the Selection of Learning Resources

REPORT Information/Decision

BACKGROUND

In May 1992, the Board approved the race relations and ethnocultural equity policy entitled "Towards Race Relations and Ethnocultural Equity". It was accompanied by a comprehensive implementation plan which recommended practices and strategies for Leadership, Program, Harassment, Staff Development, Employment Practices and Community Relations. Specific to program, the implementation procedure (3a) stated the following:

"Ensure the continued development of the selection policy and process to review new and existing school materials and Board resources for racial, ethnic, cultural and religious bias".

In response to this, under the direction of the Superintendent of Program, a Selection Policy Committee was formed in October 1992. The mandate of the committee was to prepare a comprehensive and inclusive selection policy document outlining procedures for the following:

- 1) evaluating learning resources for racial, ethnic, cultural and religious bias
- 2) receiving challenges and re-evaluating learning resources questioned by staff, students, parents and/or community groups.

After 18 months of development following the Review, Development and Implementation Model, the committee has completed its task. The Policy and Procedures for the Selection of Learning Resources has been validated by several target groups and is now ready for Board approval.

ISSUE

To determine trustee support for the Policy and Procedures for the Selection of Learning Resources.

RECOMMENDATION

That the Board approve the Policy and Procedures for the Selection of Learning Resources.

RATIONALE

See Policy and Procedures for the Selection of Learning Resources (Appendix A)

APPENDIX A

Policy and Procedures for the Selection of Learning Resources.

PREPARED BY Giselle Whyte, Consultant, Partners in Action

Community Development Department - Planning & Development

We would appreciate your response to the following questions by the date indicated below.

For the information of the Council, please provide a copy of your response to the following questions by the date indicated below.

1. Please provide a copy of your response to the following questions by the date indicated below.

2. Please provide a copy of your response to the following questions by the date indicated below.

3. Please provide a copy of your response to the following questions by the date indicated below.

4. Please provide a copy of your response to the following questions by the date indicated below.

5. Please provide a copy of your response to the following questions by the date indicated below.

6. Please provide a copy of your response to the following questions by the date indicated below.

7. Please provide a copy of your response to the following questions by the date indicated below.

8. Please provide a copy of your response to the following questions by the date indicated below.

9. Please provide a copy of your response to the following questions by the date indicated below.

10. Please provide a copy of your response to the following questions by the date indicated below.

11. Please provide a copy of your response to the following questions by the date indicated below.

12. Please provide a copy of your response to the following questions by the date indicated below.

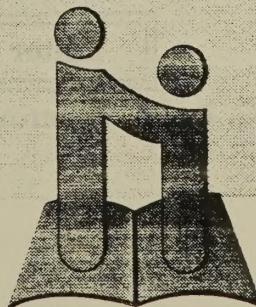
POLICY AND PROCEDURES

for the

SELECTION OF LEARNING RESOURCES

for

The Board of Education
for the
City of Hamilton



ACKNOWLEDGEMENTS

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LEARNING RESOURCES

The term "learning resources" refers to any material that is used for instruction and/or evaluation under the direction of the teacher. Learning resources include materials such as books, other print materials, charts, computer software, dioramas, filmstrips, flash cards, games, kits, laser disks, maps, microfilms, models, motion pictures, periodicals, pictures, puzzles, realia, slides, sound recordings, transparencies, and video-recordings.

**Learning resources
support and enrich the
implementation
of educational programs
of the school.**

INTRODUCTION

Several documents and resources have been consulted while developing this selection policy. They have shaped and guided the development of the criteria and procedures outlined in this document.

The CANADIAN CHARTER OF RIGHTS AND FREEDOMS identifies the following as some of our fundamental freedoms:

- Freedom of conscience and religion
- Freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication

CONSTITUTION ACT, 1982.

Similarly, the ONTARIO HUMAN RIGHTS CODE has as its aim:

"....the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province."

REVISED STATUTES OF ONTARIO, Chapter H19, 1990.

STATEMENT ON INTELLECTUAL FREEDOM

"All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society."

CANADIAN LIBRARY ASSOCIATION, Nov. 18, 1985.

"An education based on democratic principles ensures not only that students are exposed to different points of view on issues, but also that they learn to recognize biases and explore different philosophical positions as part of the process by which they develop and reflect on their personal value systems."

Ministry of Education and Training, THE COMMON CURRICULUM, Grades 1-9,
February 1993, p. 4

"We are committed to an environment which reflects, respects, and celebrates the racial, ethnic, cultural and religious plurality of our society."

"Learning materials will reflect the roles, experiences and contributions made by both men and women in our pluralistic society."

Board of Education for the City of Hamilton
TOWARDS RACE RELATIONS AND ETHNOCULTURAL EQUITY,
May, 1992.

STATEMENT OF POLICY

To meet the needs of students, teachers and the community, it is the policy of the Board of Education for the City of Hamilton to provide a wide range of learning resources at various levels of complexity, reflecting diversity of appeal, portraying gender and cultural inclusiveness, and representing multiple perspectives.

PURPOSE OF THE POLICY

**The policy for the selection of learning resources
is designed to do the following:**

- foster an inclusive learning environment for all students by providing learning resources which reflect the diversity of Ontario and Canadian society within a global context;
- provide a range of learning resources representative of the experiences and perspectives of individuals from diverse backgrounds;
- establish criteria for the review, selection and use of print and non-print learning resources;
- provide a process whereby students, parents, teachers and other individuals may request reconsideration of learning resources.

GENERAL GUIDELINES FOR SELECTING LEARNING RESOURCES

It is the responsibility of the professional staff (see page 10) of the Board of Education for the City of Hamilton to support the following practices:

- establish effective collaboration with other members of the school community and the community at large;
- exercise good judgement to select learning resources which are of high quality, appropriate to the school community and consistent with the standards established by the Ministry of Education and Training;
- provide learning resources that:
 - ❖ enrich and support the curriculum taking into consideration the varied interests, abilities, learning styles and maturity levels of the student served,
 - ❖ stimulate intellectual growth, and develop literary and aesthetic appreciation,
 - ❖ address various aspects of issues enabling students to develop, with guidance, the practice of critical analysis and the ability to become informed decision makers,
 - ❖ reflect the contributions made by diverse groups in their community, Canada and the world.
- ensure ongoing re-evaluation of learning resources to support changing curriculum needs and to reflect the school community.

CRITERIA FOR SELECTION OF LEARNING RESOURCES

GENERAL STATEMENT

Knowledge of existing learning resources is essential to ensure the selection of additional materials which represent balanced perspectives on a topic. As a result of historical and social contexts, some resources may reflect values and use terminology that might not be considered appropriate. However, they may be valuable resources to meet specific curriculum objectives. Although not all the following criteria can be met in each resource, those involved in the selection process should consider these priorities:

I. APPROPRIATENESS

Learning resources should:

- be relevant to the curriculum as outlined by the Ministry, the Board and the school
- address a range of specific needs of students in terms of their
 - emotional development
 - intellectual development
 - language development
 - learning styles
 - physical development
 - social development

II. BIAS AND CULTURE

Learning resources should:

- reflect Canada as a multicultural nation
- be inclusive of and sensitive to gender and peoples of diverse backgrounds, beliefs and experiences
- support specific curriculum objectives which, among others, encourage the exploration of differing points of view

III. STANDARDS AND AESTHETICS

Whenever applicable, the content of learning resources should:

- be current and accurate
- be well written and produced
- be well organized and clearly and logically presented
- contain appropriate visuals

Whenever applicable, the format of learning resources should:

- be of high technical and aesthetic quality
- be of good quality material designed for durability
- be visually attractive
- include visuals (pictures, charts, graphs, tables, maps, etc.)

CANADIAN PERSPECTIVES WOULD BE ENHANCED
THROUGH LEARNING RESOURCES WHICH ARE
CREATED AND PRODUCED BY CANADIANS.

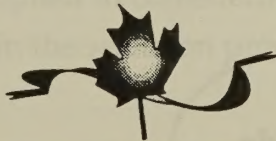
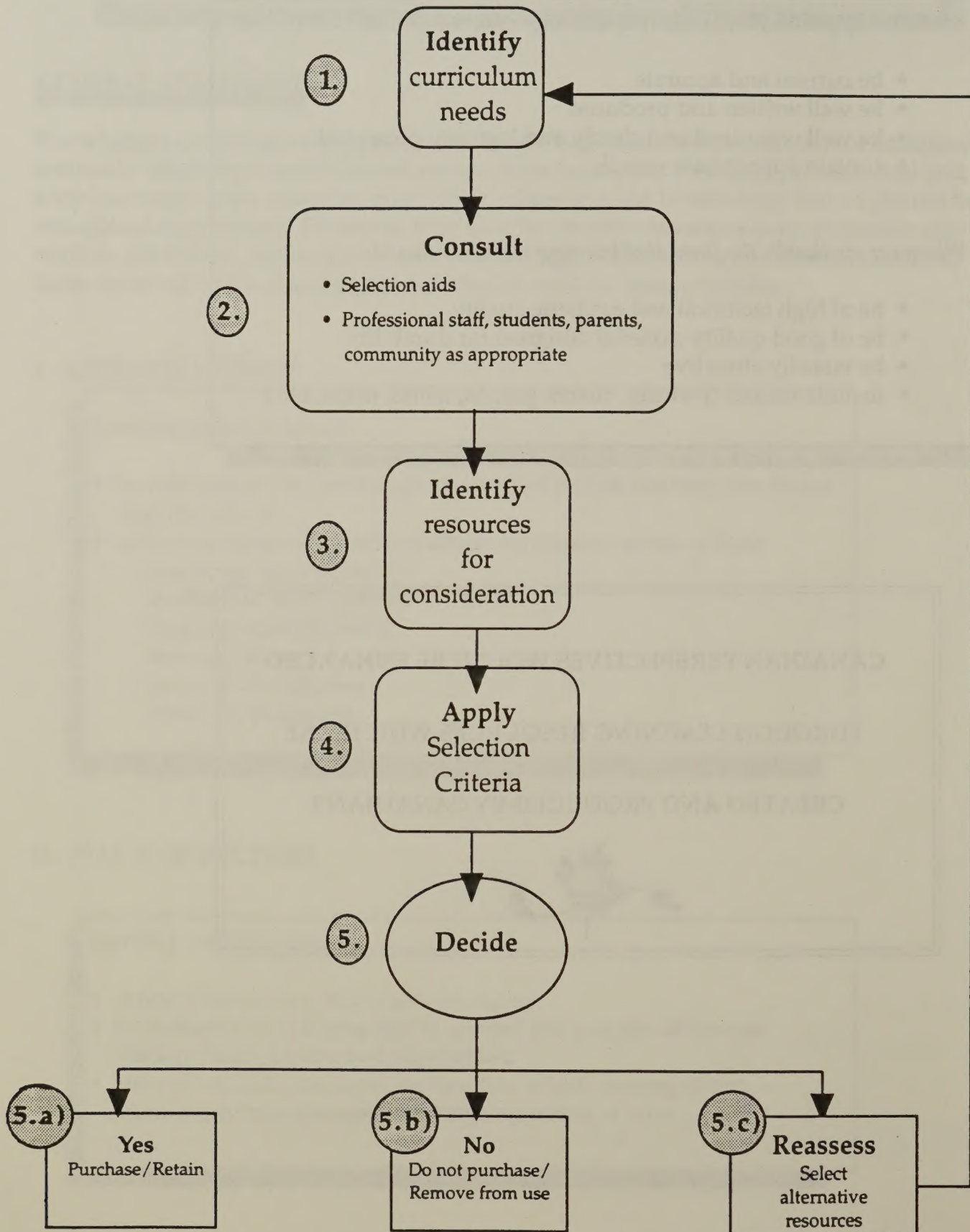


Table I

Procedure for Selection of Learning Resources

This procedure will apply to new materials being considered for purchase and to existing resources being re-evaluated.



PROCEDURE FOR SELECTION OF LEARNING RESOURCES

See Table I

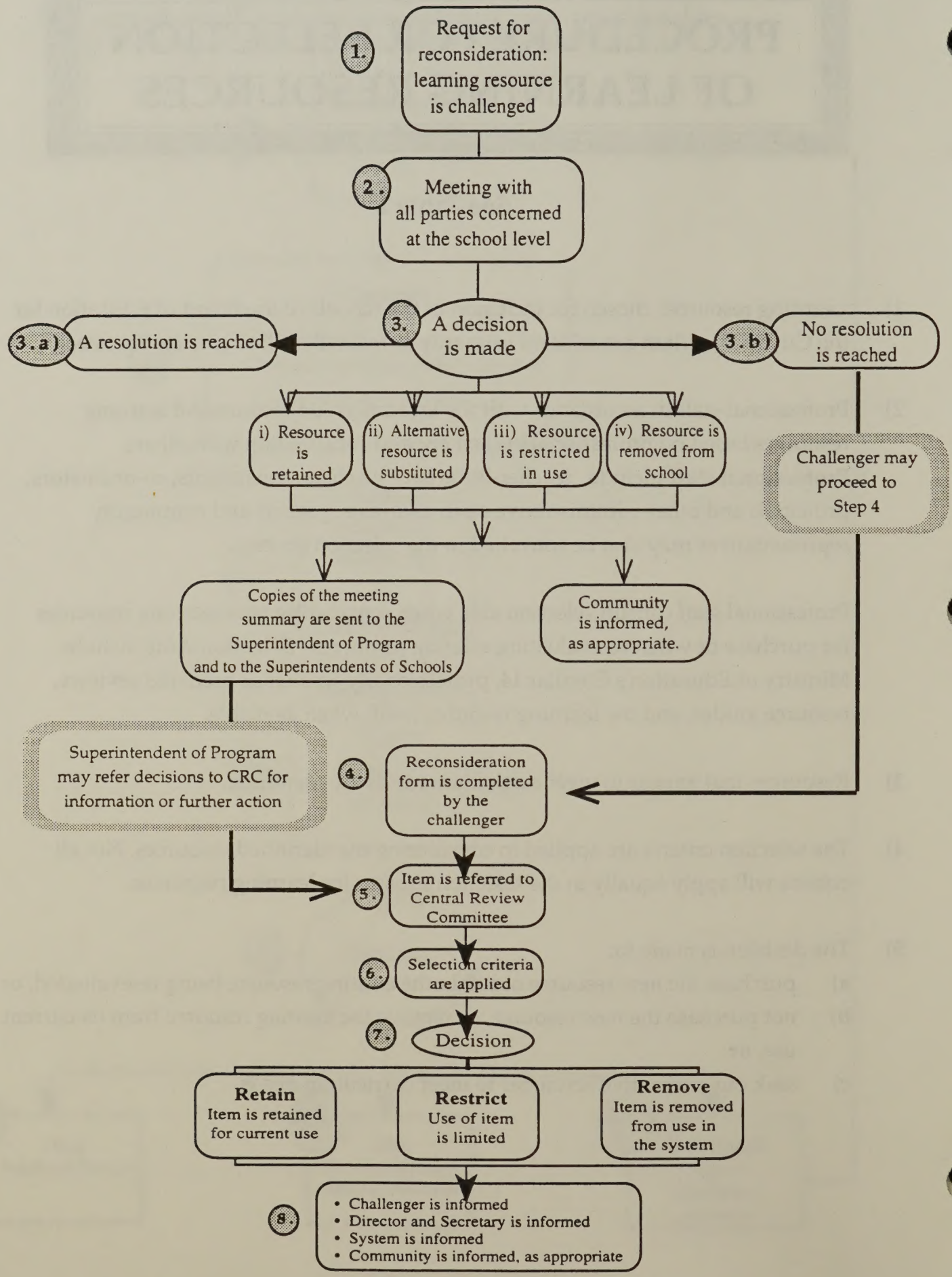
- 1) Learning resources chosen for inclusion in the schools of the Board of Education for the City of Hamilton are selected primarily to meet identified curriculum needs.
- 2) Professional staff in accordance with the Education Act recommend learning resources based on professional judgement and consultation with others.
Professional staff include: teacher-librarians, teachers, consultants, co-ordinators, principals and other administrative staff. Students, parents and community representatives may also be consulted in the selection process.

Professional staff consult selection aids when considering new learning resources for purchase or when re-evaluating existing resources. **Selection Aids** include: Ministry of Education's Circular 14, professionally written or prepared reviews, resource guides, and the learning resource itself, when available.

- 3) Resources that appear to meet curriculum needs are identified.
- 4) The selection criteria are applied in considering the identified resources. Not all criteria will apply equally in the selection process for learning resources.
- 5) The decision is made to:
 - a) purchase the new resource or retain the existing resource being re-evaluated, **or**
 - b) not purchase the new resource, or remove the existing resource from its current use, **or**
 - c) seek out alternative resources to meet curriculum needs.

Table II

Procedure for Reconsideration of Challenged Learning Resources



PROCEDURE FOR RECONSIDERATION OF CHALLENGED LEARNING RESOURCES

See Table II

A learning resource may be challenged by a member of the staff or the community. A challenge may be initiated by a group or an individual who feels the resource is objectionable or inappropriate for use with particular individuals or in the system as a whole.

Challenges are to be initiated at the *school* level where the resource is being used. The school level procedure is outlined in Steps 1, 2, and 3 below. Challenges not resolved at the school level and challenges regarding *system-wide* use of a resource will follow the procedure as outlined in Steps 4 through 8.

A challenged resource will remain in use until a decision is made.

At the school level:

- 1) The challenge is directed to the principal of the school where the resource is being used and the principal provides a copy of the **Policy and Procedures for the Selection of Learning Resources** to the challenger.
- 2) The principal holds a meeting with all parties concerned following the format outlined in Appendix I. At this time, the challenger may outline the concerns that initiated the challenge.

The principal provides a copy of the summary of the meeting (Appendix II) to the challenger. A copy is kept on file in the school office and another copy is forwarded to the Superintendent of Program for appropriate action, which may mean referring the item to the Central Review Committee. As well, a copy is forwarded to the Superintendents of Schools for information.

- 3) A decision is made:
 - i) the resource in question is retained for its present use, **or**
 - ii) alternative resources may be substituted
(e.g. an item is removed as a required text, and retained as an elective resource) **or**,
 - iii) the resource in question is retained for restricted use (e.g. for particular grade levels) **or**,
 - iv) the resource is deemed inappropriate and removed from use in the school,
and
 - v) the principal informs the community, as appropriate.
- 3a) If the challenge is resolved to the satisfaction of all parties, no further action is necessary.
- 3b) If no resolution is reached, the challenger may proceed to Step 4.

At the system level:

- 4) The challenger completes the Request for Reconsideration of Learning Resources form (Appendix III). The principal (or other Board staff) provides this form and may assist in its completion as necessary. The challenger forwards the Request for Reconsideration form to the Superintendent of Program.

- 5) Within 30 days of receipt of the Request for Reconsideration form, the Superintendent of Program convenes a meeting of the Central Review Committee.

The Central Review Committee* receives presentations from the challenger and consults with community representatives, "experts in the field", and various Board staff involved in the selection/ approval process.

- 6) The Selection Criteria are applied to the resource in question to determine its current validity or appropriateness in the curriculum.
- 7) The Central Review Committee reaches a decision based on the Selection Criteria and the information presented. The decision is made to:
- a) **retain** the learning resource and continue its use in the schools of the Hamilton Board of Education,
 - or
 - b) **restrict** the learning resource in use in some defined, limited way within the schools of the Hamilton Board of Education, or
 - c) **remove** the learning resource from use entirely within the schools of the Hamilton Board of Education.
- 8) Within 5 days, the Superintendent of Program provides this decision in writing to the challenger and to the Director of Education and Secretary. The community is then informed as deemed appropriate.

The decision is binding for two calendar years from the date of the decision.

***The Central Review Committee will consist of:**

- Superintendent of Program, (Chair)
- Trustee(s)
- Representative(s) from appropriate Principals' associations
- Federation representative(s)
- Parent/Community representative(s)

Members of the Central Review Committee will be appointed by the Board in November of each year.

APPENDICES

APPENDIX I

RECOMMENDED QUESTIONS FOR A CONFERENCE AT THE SCHOOL LEVEL

1. Do you have a child in a Hamilton Board of Education school?
2. How was this resource drawn to your attention?
3. Do you represent an individual or a group? If you represent a group, which one?
4. What learning resource are you requesting be reconsidered?
 - format of resource: (book, videocassette, film, magazine, etc.)
 - author
 - title
 - publisher
 - date
5.
 - a) Have you read or viewed the resource in its entirety?
 - b) Are you aware of its historical/social context?
6. What is the nature of your concern?
7. Have you discussed your concern regarding this resource with the teacher-librarian, your son's/daughter's teacher or the person using the resource? If so, what was the outcome?
8. Is this resource compulsory for use by your son/daughter? for use by students?
9. Do you believe that your concern eliminates all value this resource may have for your son/daughter? other students?
10. What would be a satisfactory resolution for you? Why?
For example:
 - continue using resource with the student(s) after context is explained
 - substitute another resource/other resources for the student(s)
 - restrict use of resource within the school
 - remove use of resource across the school system

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

RECONSIDERATION OF CHALLENGED RESOURCES

PAGE 1 OF 2

SUMMARY OF MEETING

DATE _____

School PrincipalChallenger

Name _____

Name _____

Title _____

Address _____

Location _____

Phone _____

Phone _____

Others:

Details of resource in question (format, author, title, copyright date, curriculum connection): _____

_____Summary description of meeting held between school principal and challenger:

continued from Page 16
APPENDIX II

Page 2 of 2

Summary of Meeting with Challenger (continued)

Summary of decision:

- ☐ Resource in question will continue to be used in the school.
- ☐ Resource in question will be substituted with another/other resource(s).
- ☐ Resource in question will have restricted use in the school.
- ☐ Resource in question will be removed from this school/location.
- ☐ No resolution.

Date: _____

Challenger acknowledges receipt of a copy of this document.

 (school principal's signature)

 (challenger's signature)

A copy of this summary document should be:

- 1) Provided to the challenger.
- 2) Filed at the office of the school principal.
- 3) Forwarded to the Superintendent of Program and the Superintendents of Schools.

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

*This form has been developed to
provide space for comments.*

Add extra pages, if necessary.

This form with relevant attachments
will be sent to:
Superintendent of Program,
Chair of the Central Review Committee
Board of Education for the City of Hamilton
100 Main St. W.
Hamilton, Ontario
L8N 3L1

Title of Work: _____

Author: _____

Publisher: _____

Date of Publication: _____

Format of resource (book, video, film, magazine, etc.): _____

Request submitted by: _____

Address: _____

City/Town: _____

Postal Code: _____

Telephone number: _____

The applicant represents: ☐ self ☐ organization or group

Name of organization or group: _____

Do you have a child in a Hamilton public school? ☐ yes ☐ no

If YES, name of school _____

Have you had a previous meeting concerning this resource?

If YES, please provide details (date, location, Board personnel)

APPENDIX III

Please address the following topics as fully as possible in order that this matter may be thoroughly reviewed.

1. Have you viewed or read the entire work? In the case of an organization or group, have all members viewed or read the entire work?

2. Please describe the explanation that you have been given for the use of this resource.

3. Please describe the outcome of your conference with the principal about your concern.

4. What is the nature of your concern? (Be specific, please.)

5. In your opinion, does your concern eliminate all value the resource may have for your child? other children? Why?

6. What do you feel may be the effect upon children who use this resource?

7. What do you feel may be of value in this resource?

8. What do you think would be a satisfactory resolution?

9. Do you have any other comments you wish to make?

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NOV 16 1994

AGENDA **GOVERNMENT DOCUMENTS**
SPECIAL EDUCATION ADVISORY COMMITTEE
1994 11 16

Location: Rooms 2,3 and 4, 1st floor, Education Centre, Lower Auditorium

7:00 - 7:05 p.m. Remarks - Chairman and Supervisor

GENERAL

7:05 - 7:35 p.m.	Organization Updates	Members
7:35 - 7:40 p.m.	Association Presentation	Mr. Shields
7:40 - 8:00 p.m.	Services Provided for Children with Mental Health Problems	Dr. Tomlinson
8:00 - 8:10 p.m.	BREAK	
8:10 - 8:20 p.m.	SEAC Agenda Priorities - Page 1	Dr. Adamson
8:20 - 8:35 p.m.	Ministry Memorandum, 1994 09 30 - Validation of Draft Regulations on Demonstration Schools - Pages 2 - 17	Mr. Bucsis
8:35 - 8:50 p.m.	Length of School Day	Mrs. Bishop
8:50 - 9:00 p.m.	SEAC Handbook	Mrs. Bishop

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT

THE MINUTE ROOM - 527-5092 EXT. 2274/2273

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1993-1994

Chairman of S.E.A.C.
Dr. I. Adamson

Elected Officials of the Board
Bishop, Judith
Mulholland, Ray
Patenaude, Marie
Allen, Bert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Dr. Ian
Autism Ontario
Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
H: 389-6885

Dalziel, Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Billingsley, Frank
Canadian National Institute
for the Blind
H: 577-0452

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-9284

Bryan Shields
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Bucsis, David
Learning Disabilities
Association, H-W Chapt.
B: 546-3866

Mason, Merryl Jeanne
Hamilton Council for Home
and School
H: 318-0078
B: 526-5638

Arlene Savelli
Children & Adults with
Attention Deficit Disorders
H: 574-7932

ADDITIONAL MEMBERS OF S.E.A.C.:

Bramberger, Sue
H-W Home Care
Program
B: 523-860

Van der Spuy, Dr. Hermanus
Ontario Psychological
Association
B: 521-2100 Ext. 7299

Verticchio, Dominic
H-W Children's
Aid Society
B: 522-1121

Barr, Deborah
HW Communication
Collective

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 2502

Tomlinson, Dr. Janice
Supervisor of Special
Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 2274 / 2273

Collins, Eileen
Ham Principals' Assoc

Smith, Paul
Ham Sec Sch Princ Council

**Special Education Advisory Committee
Review of special education programming 1994-95**

1994-95 priority issues

**IPRC review (survey)
Transitions between school levels
Entry/exit plans for self-contained classrooms
PAC (parent advisory council)
SEAC handbook
Post-21 issues
Safe Schools report
Common Curriculum
High school programming (Futures committee)
Annual Review of Special Education Plan to the Minister
Ministry integration guidelines (305/306)**

Reports

**Psychological services report
Transportation update
Accommodation update
Statistical information (i.e. September report, IPRC information, etc.)**

Area specific issues

**Developmentally Challenged
Mental Health Issues**

Continuing information

Association beliefs/positions (at each meeting)

SPECIAL INVESTIGATION

COMMITTEE

U.S. DEPARTMENT OF JUSTICE

WASHINGTON, D.C. 20535

Report of the Committee on the Activities of the

U.S. DEPARTMENT OF JUSTICE

WASHINGTON, D.C. 20535

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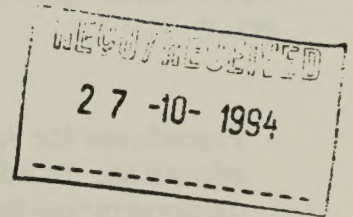
U.S. DEPARTMENT OF JUSTICE

U.S. DEPARTMENT OF JUSTICE

Ministry
of Education
and Training

Ministère
de l'Éducation
et de la Formation

Mowat Block
900 Bay St
Toronto ON M7A 1L2
22nd Floor



MEMORANDUM TO: Directors of Education
Provincial Parent and Professional Associations

FROM: Mariette Carrier-Fraser
Assistant Deputy Minister
Elementary, Secondary and Postsecondary Operations
and French-Language Education Division

Jill Hutcheon
Assistant Deputy Minister
Policy, Priorities and Curriculum
Development Division

DATE: September 30, 1994

SUBJECT: VALIDATION OF a) A DRAFT REGULATION ON
DEMONSTRATION SCHOOLS and b) A DRAFT
POLICY/PROGRAM MEMORANDUM ON ALTERNATIVE
PROGRAMS PROVIDED BY SCHOOL BOARDS

Enclosed please find:

- a) a draft regulation on admission to the demonstration schools for students with severe learning disabilities;
- b) a draft Policy/Program Memorandum about alternative programs provided by school boards for students with severe learning disabilities in association with attention deficit hyperactivity disorders who are admissible to a demonstration school.

Subsection 13(7) of the Education Act authorizes the Minister of Education and Training to make regulations with respect to the ministry-operated provincial and demonstration schools. Attached is a draft regulation containing admission information for the demonstration schools for students with severe learning disabilities. Much of this information is presently found in Policy/Program Memorandum No. 89 The Residential Demonstration Schools for Students with Learning Disabilities: General Information and Details of the Referral Process. The draft regulation also contains a schedule of the information previously outlined in the 1988 memorandum entitled "Application

- 2 -

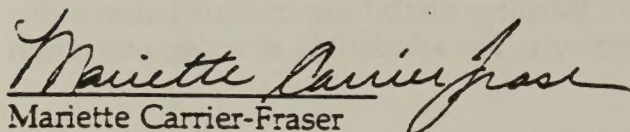
Procedures for Admission to Demonstration Schools" issued by the regional directors of education. In addition, details of the referral process for the admission to the demonstration schools of a small number of students with severe learning disabilities in association with attention deficit hyperactivity disorders have been included.

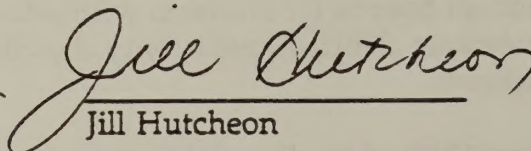
The new draft Policy/Program Memorandum which will replace Policy/Program Memorandum 89, contains details for the establishment of alternative programs by school boards for a small number of students with severe learning disabilities in association with attention deficit hyperactivity disorders. The memorandum also provides information about the funding and monitoring of approved alternative programs.

As part of the consultation process, the draft regulation and the draft memorandum are being sent to school boards and to other partners in education for review and comment. Please forward your comments no later than *November 30, 1994* to:

Maurice Marchand
Education Officer
Ministry of Education and Training
Special Education Policy Unit
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

If you have any questions about the consultation process please call Maurice Marchand at (416) 325-2723.


Mariette Carrier-Fraser


Jill Hutcheon

DRAFT ONLY**CONFIDENTIAL**

Until filed with the
Registrar of Regulations

J1157.E/disk ref.
7-DB

**REGULATION MADE UNDER THE
EDUCATION ACT**

DEMONSTRATION SCHOOLS

Definitions

1. In this Regulation,

"demonstration school" means a school established under subsection 13(5) of the Act;

"emotional or behavioural disorder" includes chronic assaultive behaviour towards other people, sexually aggressive behaviour that would endanger other people, and psychosis;

"learning disability" has the same meaning as in the Special Education Information Handbook published by the Ministry of Education in English in 1984 and in French in 1985;

"Provincial Committee" means the Provincial Committee on Learning Disabilities or the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage, as the case requires;

"psychiatrist" means a member of the College of Physicians and Surgeons of Ontario who holds a specialist's certificate in psychiatry issued by The Royal College of Physicians and Surgeons of Canada;

"psychologist or psychological associate" means a member of the College of Psychologists of Ontario.

School Names

2. The name of the demonstration school established in a municipality set out in Column 1 of the Table to this section is set out opposite the municipality in Column 2.

TABLE

Column 1	Column 2
City of Belleville	Sagonaska School
City of London	Robarts School - Learning Disabilities Program
Town of Milton	Trillium School
City of Ottawa	Centre Jules-Léger

Provincial Committees

3. Two committees are established, one to be known as the Provincial Committee on Learning Disabilities and the other to be known as the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage.

4. The Provincial Committee on Learning Disabilities shall consist of the following members appointed by the Minister of Education and Training:

1. A supervisory officer or other person employed by the Ministry of Education and Training, who shall chair the committee.
2. The program directors of the Sagonaska School, the Robarts School Learning Disabilities Program and the Trillium School.
3. A psychologist or psychological associate.
4. An advocate recommended by the Manager of the Office of Child and Family Service Advocacy of the Ministry of Community and Social Services.

5. (1) The Comité provincial d'admission des élèves ayant des difficultés d'apprentissage shall consist of the following members appointed by the Minister of Education and Training:

1. A supervisory officer or other person employed by the Ministry of Education and Training, who shall chair the committee.
2. The program director of the Centre Jules-Léger.
3. A psychologist or psychological associate.
4. An advocate recommended by the Manager of the Office of Child and Family Service Advocacy of the Ministry of Community and Social Services.

(2) The members of the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage shall be persons who speak French.

6. (1) The members of each Provincial Committee shall be appointed for terms not exceeding three years and are eligible for reappointment.

(2) Despite subsection (1), a member appointed under paragraph 2 of section 4 or paragraph 2 of section 5 shall hold office

during the period that he or she is the program director of the demonstration school.

7. (1) A majority of the members of a Provincial Committee constitutes a quorum for meetings of the Committee.

(2) The decision of a majority of the members of a Provincial Committee who are present at a meeting is the decision of the Committee.

Admission Criteria

8. A pupil may be admitted to a demonstration school only if the following criteria are met:

1. The pupil has a severe learning disability and is performing significantly below the level expected of pupils of his or her age.
2. A Special Education Identification, Placement and Review Committee or Special Education Appeal Board established under Regulation 305 of the Revised Regulations of Ontario, 1990 has identified the pupil as an exceptional pupil and has discussed with the pupil's parent or guardian the possibility of a placement in a demonstration school.
3. The pupil is in need of a residential education program or, if the pupil has an attention deficit hyperactivity disorder, a day education program or residential education program.
4. The pupil is not in need of treatment for an emotional or behavioural disorder.
5. An application for the pupil's admission is made by a board in accordance with this Regulation.

Application for Admission

9. (1) A board shall apply for a pupil's admission to a demonstration school if,

- (a) a Special Education Identification, Placement and Review Committee or Special Education Appeal Board established by the board under Regulation 305 of the Revised Regulations of Ontario, 1990 has identified the pupil as an exceptional pupil and has discussed with the pupil's parent or guardian the possibility of a placement in a demonstration school; and

- (b) the pupil's parent or guardian wishes the pupil to be placed in a demonstration school.

(2) Subsection (1) applies even if the board disagrees with the parent or guardian's wish that the pupil be placed in a demonstration school, but, in that case,

- (a) the application shall include a statement signed on behalf of the board indicating the reasons for the board's disagreement; and
- (b) the application shall, if the pupil's parent or guardian so requests, include a statement signed by the parent or guardian indicating the reasons why the parent or guardian wishes the pupil to be placed in a demonstration school.

(3) For the purpose of making an application under subsection (1), the board shall, with the consent of the pupil's parent or guardian, contact a resources services consultant from a demonstration school and arrange for the consultant to assess the pupil.

(4) The board shall contact the resources services consultant not later than,

- (a) November 15 in a year, if the application is for admission to a demonstration school in September of the following year; or
- (b) June 15 in a year, if the application is for admission to a demonstration school in February of the following year.

(5) Clause (4) (b) applies only if the Provincial Committee decides to consider applications for February admissions.

(6) A resources services consultant who conducts an assessment under subsection (3) shall submit a report on the assessment to the board and to the pupil's parent or guardian and shall include in the report recommendations on how the board might accommodate the needs of the pupil.

(7) A board that makes an application under subsection (1) shall include as part of the application such information and other material as is set out in the Schedule.

(8) Subsection (1) does not apply unless the pupil's parent or guardian consents to the pupil being examined by a psychiatrist, psychologist or psychological associate for the purpose of obtaining statements required by subsection (7).

10. (1) The board shall send six copies of the application under section 9 to the regional office of the Ministry of Education and Training for consideration by,

- (a) the Provincial Committee on Learning Disabilities, unless the application is made by a French-language school board or the French-language section of a board; or
- (b) the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage, if the application is made by a French-language school board or the French-language section of a board.

(2) The six copies of the application must be received by the regional office not later than,

- (a) March 1 in a year, if the application is for admission to a demonstration school in September of that year; or
- (b) November 1 in a year, if the application is for admission to a demonstration school in February of the following year.

(3) Clause (2) (b) applies only if the Provincial Committee decides to consider applications for February admissions.

11. (1) In considering an application, the Provincial Committee shall discuss the application with the pupil, the pupil's parent or guardian, representatives of the board and such other people as the Committee considers appropriate at a meeting held for that purpose.

(2) In considering an application, the Provincial Committee may, with the consent of the pupil's parent or guardian, arrange for an additional assessment of the pupil by a person or group of persons from a demonstration school.

(3) A person or group of persons that conducts an assessment under subsection (2) shall submit a report on the assessment to the Provincial Committee, the board and the pupil's parent or guardian.

12. (1) After considering the application, the Provincial Committee shall determine whether or not the pupil will be admitted to a demonstration school.

(2) The Provincial Committee shall give written notice of its determination to the board and the pupil's parent or guardian, together with a written statement describing the needs of the pupil.

(3) Notice sent by prepaid first class mail shall be deemed to be received on the fifth day after mailing.

(4) If the Provincial Committee determines that the pupil will not be admitted to a demonstration school, it shall, on the request of the board and the pupil's parent or guardian, assist in trying to find a placement for the pupil in another publicly-funded setting.

Reviews

13. (1) If the Provincial Committee determines that a pupil will not be admitted to a demonstration school, the pupil's parent or guardian may, within 30 days after receiving notice of the determination, require the determination to be reviewed by sending a written notice requesting a review to the regional office of the Ministry of Education and Training.

(2) If a notice is received under subsection (1), the Minister of Education and Training shall appoint a review committee consisting of:

1. A supervisory officer employed by the Ministry of Education and Training, who shall chair the committee.
2. A person recommended by the pupil's parent or guardian who is a member of a local association within the meaning of section 206 of the Act.
3. A supervisory officer recommended by the board, other than a supervisory officer who is employed by the board or has previously been involved with the matter under review.

(3) The review committee shall review the application made under section 9 and the determination of the Provincial Committee and shall determine whether or not the pupil will be admitted to a demonstration school.

(4) In conducting the review,

- (a) the review committee shall review the documents that were submitted to the Provincial Committee and any other documents submitted to the review committee by the board or the pupil's parent or guardian; and
- (b) the review committee may meet with the pupil, the pupil's parent or guardian, representatives of the board or any other person, as the review committee considers appropriate.

(5) The review committee shall give written notice of its determination to the board and to the pupil's parent or guardian within 45 days after the committee is appointed.

(6) Despite subsection (2), the Minister may refuse to appoint a review committee if, in his or her opinion, the request for the review is frivolous or vexatious.

Minority-Language Sections

14. In the case of a board with a French-language section or English-language section, the section shall exercise and perform the powers and duties of the board under this Regulation in respect of a pupil who is enrolled in a school, class or group of classes administered by the section.

Schedule

Information to be Included in Application

A. Board Information

1. Board's name.
2. Board's telephone number.
3. Name, address and telephone number of board official to be contacted regarding the application.

B. Personal Information About Pupil

1. Pupil's name.
2. Pupil's date of birth.
3. Photocopy of pupil's birth certificate.
4. Recent colour photograph of pupil.
5. Synopsis of pupil's strengths, interests, aptitudes and needs.
6. Relevant social and family history of pupil.

C. Parents or Guardians

1. Names, addresses and telephone numbers of parents or guardians.
2. Letter from parent or guardian supporting a residential education program or, in the case of a pupil with an attention deficit hyperactivity disorder, a day education program or residential education program.

D. Medical Information

1. Summary of pupil's relevant medical history.
2. Report on pupil's general health from family physician.

3. Other relevant medical reports (if available).

E. Formal Assessment Reports

1. Current educational assessment of the pupil (including sub-skills scores).
2. Psychological assessment of the pupil administered within the last two years (including WISC-III sub-test scores).
3. Assessments of the pupil's vision, hearing, and speech and language skills administered within the last two years.
4. Social worker's assessment of the pupil (if applicable).
5. Neurological assessment of the pupil (if available).
6. Copy of the report submitted by the resources services consultant who assessed the pupil under subsection 9(3) and a statement signed on behalf of the board indicating the extent to which recommendations made in the report have been implemented.
7. Statement signed by a psychiatrist, psychologist or psychological associate stating that, in his or her opinion, the pupil is not in need of treatment for any emotional or behavioural disorder.
8. If the application is based on the pupil having an attention deficit hyperactivity disorder, a statement signed by a psychiatrist, psychologist or psychological associate stating that, in his or her opinion, the pupil has an attention deficit hyperactivity disorder.

F. Education Placement Summary

1. Summary of the pupil's regular education placements, including remedial work.
2. Summary of the pupil's special education placements.
3. Summary of the pupil's home instruction, if applicable.

G. Work Samples

1. Transcript of the pupil's oral expression in a dialogue.
2. Three uncorrected writing samples from the pupil.
3. Three original art samples from the pupil.

H. Exceptional Pupil Identification

1. Copy of Special Education Identification, Placement and Review Committee or Special Education Appeal Board determination that pupil is an exceptional pupil.
2. List of Committee or Appeal Board's recommended placements for the pupil, in order of priority.

Draft Policy/Program MemorandumDate of Issue:Effective: Until revoked or modified

Subject:

1. THE DEMONSTRATION SCHOOLS FOR STUDENTS WITH LEARNING DISABILITIES: GENERAL INFORMATION.
2. ALTERNATIVE EDUCATIONAL PROGRAMS AND SERVICES FOR STUDENTS WITH SEVERE LEARNING DISABILITIES IN ASSOCIATION WITH AN ATTENTION DEFICIT HYPERACTIVITY DISORDER.

Application: Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 89, February 6, 1990.

1. DEMONSTRATION SCHOOLS

A. General Information

It is the responsibility of school boards to provide special education programs and services for their exceptional pupils. There exists, however, a small group of pupils with severe learning disabilities, some of whom may have an attention deficit hyperactivity disorder, who require the facilities of a demonstration school.

Regulation ____ identifies the application process, the criteria for admission to a demonstration school, the mandate and structure of the Provincial Committee on Learning Disabilities, and the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage and the process for reviewing a decision on admission made by either of the committees.

The Ministry of Education and Training provides the services of three demonstration schools in Ontario for English-speaking pupils with severe learning disabilities. These are the Robarts School in London, the Sagonaska School in Belleville, and the Trillium School in Milton. The catchment area for the Robarts School is:

- Western Ontario Region
- Northwestern Ontario Region
- Brant, Haldimand, and Norfolk counties of the Central Ontario Region.

The catchment area of the Sagonaska School is:

- Eastern Ontario Region
- Northeastern Ontario Region
- Durham, Haliburton, Hastings, Northumberland and Newcastle, Peterborough, Prince Edward, and Victoria counties of the Central Ontario Region.

The catchment area of the Trillium School is:

- Midnorthern Ontario Region
- Dufferin, Halton, Hamilton-Wentworth, Niagara, Peel, Simcoe, Waterloo, Wellington, and York counties of the Central Ontario Region, and Metropolitan Toronto.

The Centre Jules-Léger in Ottawa provides services in Ontario for French-speaking pupils with severe learning disabilities. Its catchment area is the entire province.

The Provincial Committee on Learning Disabilities may determine that in certain cases a demonstration school may admit a student from outside its catchment area.

B. The Demonstration Schools: Goals and Objectives

The demonstration schools were established to meet the needs of students with severe learning disabilities and to make available resource services for school boards, including on site professional development programs for teachers.

The objectives of the demonstration schools are:

1. To provide effective residential education programs for students with severe learning disabilities.
2. To provide special residential or day programs for students with severe learning disabilities in association with an attention deficit hyperactivity disorder.
3. To assist students to develop life skills and learning strategies which will enable them to return to school in their communities, to access post-secondary education or to enter the work force.
4. To provide in-service teacher education for school boards.
5. To provide resource services for school boards, including student assessment and/or programming assistance.

2. FUNDING OF ALTERNATIVE EDUCATIONAL PROGRAMS AND SERVICES

A. Introduction

The Ministry of Education and Training recognizes the need for school boards to provide additional resources to support educational programs for a small number of students with severe learning disabilities in association with an attention deficit hyperactivity disorder who are eligible to attend a demonstration school program.

Where a school board proposes to provide an educational program for a student with severe learning disabilities in association with an attention deficit hyperactivity disorder as an alternative to attending a demonstration school or Centre Jules-Léger and provides additional resources in support of the program, the Provincial Committee on Learning Disabilities and the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage may recognize the program as an alternative and may allocate additional financial assistance to the board.

B. Criteria for the Approval of Funding Additional Resources

If the alternative program provided by a school board for pupils with an attention deficit hyperactivity disorder is to be recognized for funding by the Provincial Committee on Learning Disabilities and the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage as an alternative to attending a demonstration school or Centre Jules-Léger, the following criteria must be satisfied.

The student

- is eligible for admission to a demonstration school program or Centre Jules-Léger for students with severe learning disabilities in association with an attention deficit hyperactivity disorder;
- has been diagnosed by a psychiatrist or a psychologist as having an attention deficit hyperactivity disorder;

The school board

- has submitted an application to the Provincial Committee on Learning Disabilities or the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage which contains all the information required for admission to a demonstration school program; (see Regulation __)

- provides a description of the program currently being provided and an explanation of why the program is not meeting the educational needs of the student;
- provides a description of the proposed program including modifications, adaptations and support services required to meet the needs of the student.

The parent

- provides a letter requesting and supporting the alternative educational programs and services to be offered by the board as an alternative to a placement in a demonstration school or Centre Jules-Léger.

Funding

Where the Provincial Committee on Learning Disabilities or the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage concurs that the alternative program would meet the needs of the pupil, the Provincial Committee on Learning Disabilities or the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage may allocate a grant to the board up to a maximum of \$20,000 per pupil per year.

No pupil may be funded under this program for more than two years.

Financial assistance is available to support up to twenty students with severe learning disabilities in association with attention deficit hyperactivity disorders from across the province.

Monitoring

The Provincial Committee on Learning Disabilities and the Comité provincial d'admission des élèves ayant des difficultés d'apprentissage will monitor the effectiveness of the alternative program and services, either directly or through the demonstration school serving the region in which the program is provided. The committee will also hold an annual review meeting with the student, the parents and representatives of the school board providing the alternative education program. The school board will be required to provide an annual statement on the performance of the student in the program. The school board may, during the period that the alternative education program is funded and after the funding is terminated, request programming assistance from a Demonstration School or Centre Jules-Léger.

July 28, 1994

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1994

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN MUNICIPAL

1994 12 01

DEC 15 1994

GOVERNMENT DOCUMENTS

TO THE MEMBERS

SPECIAL EDUCATION ADVISORY COMMITTEE

(Trustees Johnstone, Mulholland, Patenaude and Bishop; Mesdames Barnes, Barr, Bramberger, Burns, Kappheim, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Miss Dalziel; Messrs. Bucsis, Shields and Verticchio; Dr. Van der Spuy.)

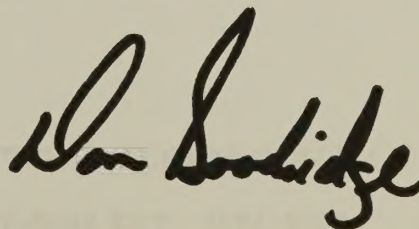
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1994 12 14 at 19:00 hours in the Lower Auditorium, at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

cv

Attachment

Notice to all Trustees and Representatives

DEBRA MUNDY

10-10-1991

GOVERNMENT DOCUMENTS

AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
1994 12 14

Location: Lower Auditorium, Education Centre, Lower Auditorium

Election of Chairman

Confirmation of the minutes of the 1994 10 26 and 1994 11 16 meetings.

7:00 - 7:05 p.m. Remarks - Chairman and Supervisor

GENERAL

7:05 - 7:35 p.m.	Organization Updates	Members
7:35 - 7:40 p.m.	Association Presentation	Mr. Shields
7:40 - 8:00 p.m.	Services Provided for Children with Mental Health Problems	Dr. Bountrogianni B. Schofield
8:00 - 8:10 p.m.	BREAK	
8:10 - 8:20 p.m.	SEAC Agenda Priorities - Page 1	Dr. Adamson
8:20 - 8:35 p.m.	Ministry of Education and Training Integration Launch - Feedback from members	Members
8:35 - 8:50 p.m.	Length of School Day	Mrs. Bishop
8:50 - 9:00 p.m.	SEAC Handbook	Mrs. Bishop

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT

THE MINUTE ROOM - 527-5092 EXT. 2274/2273

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1993-1994

Chairman of S.E.A.C.

Elected Officials of the Board

Bishop, Judith
Johnstone, Eleanor
Mulholland, Ray
Patenaude, Marie

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Simms-Obidi, Theresa
Autism Ontario
Ham-Went. Chapter
H: 522-5261

Dalziel, Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Barnes, Sandy
Canadian National Institute
for the Blind
H: 574-4147

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-9284

Shields, Bryan
Hamilton Association for
Community Living
B: 528-0281
H: 385-1485

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Bucsis, David
Learning Disabilities
Association, H-W Chapt. H:
B: 546-3866

Burns, Linda
Hamilton Council for Home
and School Associations
H: 547-2063

Arlene Savelli
Children & Adults with
Attention Deficit Disorders
H: 574-0306
B: 523-5010

ADDITIONAL MEMBERS OF S.E.A.C.:

Bramberger, Sue
H-W Home Care
Program
B: 523-860

Van der Spuy, Dr. Hermanus
Ontario Psychological
Association
B: 521-2100 Ext. 7299

Verticchio, Dominic
H-W Children's
Aid Society
B: 522-1121

Barr, Deborah
HW Communication
Collective

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 2502

Tomlinson, Dr. Janice
Supervisor of Special
Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Collins, Eileen
Ham Principals' Assoc

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 2274 / 2273

Smith, Paul
Ham Sec Sch Princ Council

**Special Education Advisory Committee
Review of special education programming 1994-95**

1994-95 priority issues

**IPRC review (survey)
Transitions between school levels
Entry/exit plans for self-contained classrooms
PAC (parent advisory council)
SEAC handbook
Post-21 issues
Safe Schools report
Common Curriculum
High school programming (Futures committee)
Annual Review of Special Education Plan to the Minister
Ministry integration guidelines (305/306)**

Reports

**Psychological services report
Transportation update
Accommodation update
Statistical information (i.e. September report, IPRC information, etc.)**

Area specific issues

**Developmentally Challenged
Mental Health Issues**

Continuing information

Association beliefs/positions (at each meeting)



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